DOCUMENT RESUME

ED 232 368 EC 152 648

AUTHOR	Piper, Robert Lewis; Grunbaum, Judith
TITLE	Project Excel: A University-Based Model Enrichment Program for Gifted and Talented High School Students. Implementation Manual.
INSTITUTION	Southeastern Massachusetts Univ., North Dartmouth.
SPONS AGENCY	Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE	Mar 83
GRANT	G008201418
NOTE	134p.
PUB TYPE	Guides - Non-Classroom Use (055) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Colleges; *Cooperative Programs; Curriculum Development; *Enrichment; *Gifted; High Schools; Program Administration; *Program Development; Program Implementation
IDENTIFIERS	*Project EXCEL

ABSTRACT

The manual describes Project Excel, a program for gifted and talented high school students on a college campus. The curriculum is designed to introduce high potential tenth and eleventh graders to processes of creativity, critical thinking, artistic endeavor, and social consciousness and to provide a bridge into college for them. The project is designed to serve as an after school enrichment session one day a week. Information in Chapter I discusses ways in which colleges or universities can plan, develop, and implement such a project. A timetable of implementation stages is proposed. The curriculum design is considered in terms of themes, group discussion, active participation, and evaluation and assessment features in Chapter II. Sample schedules are provided. In Chapter III, staff responsibilities, including those of the campus coordinator or director, the academic advisory group, high school contact person, and project group leaders are described. Administrative relationships between the college, the high school, and the project leaders are examined, and the nature of the project's fiscal self-sustenance is emphasized in the fourth chapter. A final chapter addresses students--selection criteria, counseling, and the importance of diversity among students. Sample forms, contracts, and project brochures are among appended information. In addition, a package of materials for a workshop for college and university faculty and administrators on Project Excel is included. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED232368

EC152648

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Project *excel*

a university based model enrichment program for gifted and talented high school students.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert Lewis
Piper

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Implementation Manual

prior or proper limits of. —See Synonyms at excel [Middle English *exceden*, from Old French *exceder*, from Latin *excedere*, to depart, to go out, surpass: ex-, our + *cedere*, to go (see **Ked-** in Appendix*).]

ex-ceed-ing (ek-sé´ ding, ik-) *adj.* Extreme; extraordinary. —*adv. Archaic.* Exceedingly.

ex-ceed-ing-ly (ek-sé´ ding-le, ik-) *adv.* To an advanced or unusual degree; extremely.

ex-cel (ek-sel) *v.* -celled, -celling, -cels. *tr.* To surpass, to exceed, to do better than, to transcend, to go beyond the limits or beyond the standard, to perform at one's highest level of achievement, to attain one's highest goals, to do your best. *n. The act of excelling, as in Project Excel at Southeastern Massachusetts University, to stimulate or encourage excelling.* [From Latin excellere, to excel, raise up.]

ex-cel-lence (ek´se-lens) *n.* Also *archaic* **ex-cel-len-cy** (-len-se) *pl.* -cies. 1. The state, quality, or condition of excelling; superiority; pre-eminence. 2. Something in which a person or thing excels; a surpassing feature or virtue. 3. *Capital* E. Variant of Excellency. [From EXCEL.]

Ex-cel-len-cy (ek´se-len-se) *n., pl.* -cies. Also **Ex-cel-lence** (ek´se-lens). 1. *Abbr.* Exc. A title or form of address for certain high officials, such as ambassadors, bishops, or governors. Usually preceded by *His, Her,* or *Your.* 2. *Small* e. *Archaic.* Variant of excellence.

ex-cel-lent (ek´se-lent) *adj.* 1. *Abbr.* E. exc. Being of the highest or finest quality; exceptionally good;

MICROFILMED FROM
BEST AVAILABLE COPY

This manual was printed under a grant (#G008201418) to Project Excel, Southeastern Massachusetts University, from the Fund for the Improvement of Postsecondary Education.

PROJECT EXCEL

a University-based Enrichment Program for Gifted and Talented High School Students

IMPLEMENTATION MANUAL

Robert Lewis Piper,
Project Director

Judith Grunbaum,
Dissemination Coordinator

Southeastern Massachusetts University
North Dartmouth, Massachusetts

March 1983

CONTENTS

PAGE

PREFACE vii

ACKNOWLEDGEMENTS ix

INTRODUCTION: PROJECT EXCEL, A BRIDGE INTO COLLEGE xiii

CHAPTER I. IMPLEMENTING EXCEL ON A COLLEGE CAMPUS 1

CHAPTER II. CURRICULUM DESIGN 9
- A. Themes 11
- B. Group Discussion 12
- C. Active Participation 12
- D. Evaluation and Assessment 13

CHAPTER III. STAFF 23
- A. Campus Coordinator or Director 25
- B. Academic Advisory Committee 27
- C. High School Contact Person 27
- D. Group Leaders 28
- E. Other Support Staff: Presenters and Instructors 31
- F. Summer Training Workshop 33

CHAPTER IV. GOVERNANCE 35
- A. Superintendents' Board 37
- B. College Administration 38
- C. Budget: Self-Sustaining Model 40

CHAPTER V. THE STUDENTS 43
- A. Selecting Criteria and Process 45
- B. Diversity of Students 46
- C. Counseling the Students 47

FOR MORE INFORMATION 50

APPENDIX

PREFACE

The purpose of this manual is to provide a guide and assistance for college and university administrators who are initiating and implementing Project Excel for gifted and talented high school students on a college campus. The manual is designed as one component of technical assistance services provided to the implementing colleges and universities by the Excel dissemination team at Southeastern Massachusetts University.

Technical support will be extended via:

°regional, state, and campus workshops,
°slide-tape presentation,
°materials package outlining step-by-step procedures for setting up an Excel program,
°presentations at professional meetings,
°publications.

In-depth training will be extended to colleges and universities through campus consultations and workshops for university administrators and staff, and, as requested, to potential high schools via presentations to superintendents and school staff.

Through a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), the Excel staff at SMU will provide assistance to universities and colleges seeking to develop this higher education entry program for the most promising of society's emerging leaders.

ACKNOWLEDGEMENTS

Initiating any new program on a college or university campus or within a school system requires the cooperation and creative contribution of many individuals. Doing so when both university and a collective of regional school systems attempt to do so together, bridging the traditional institutional barriers, requires an array of collaborative efforts. Such was the case with Project Excel in its initiation and implementation from 1979-83, and such has been the case as we encourage others to adopt this model program for gifted and talented 10th and 11th graders.

First credit must go to those initially involved in 1979-80 such as Professor Dante Vena and Dean Dietmar Winkler of the Southeastern Massachusetts University College of Visual and Performing Arts. Dean of Faculty Richard M. Fontera was equally helpful with his encouragement and support. From the schools, Superintendent (then Associate) Bart O'Connor of Attleboro was critical with ideas and probing questions without which the enterprise would not have gotten started in the first place. He deserves special thanks.

Dr. Rita Clark-Chambers organized our first meeting, and Professors Peter London and John Russell offered a valuable ingredient, ideas. Cynthia Durost helped plan the first year program.

Others from the school system who contributed were Superintendents Lincoln Lynch of Middleboro and Joan Walsh of Old Rochester. Donald King of the Dartmouth High School guidance department brought his wise judgement to these efforts. Roselyn Frank of the Massachusetts Department of Education,

Office of Gifted and Talented, provided valuable encouragement and service, and graciously opened our initial statewide workshop at Worcester in April 1982.

Three people were outstanding in their efforts to begin the program. Professor Magali Carrera of the SMU Art History Department supplied her insights to the curriculum; she also worked resourcefully to help manage the curriculum and to develop other university faculty support. Arthur Bennett, Chair of the Dartmouth High School English Department, has been a keystone throughout our first three years, bringing suggestions, good humor and a grammarians' touch to all our work. Peg Purdy, then director of a similar project in the Dighton-Rehoboth school system, knew more about programming for gifted and talented than all the rest of us; her resources of ideas and energy kept us on track and inspired us throughout the planning phase and through the first two years of implementation; we miss her now.

And the others? Perhaps they are too many to mention, but four groups deserve notice here, partly because of their individual roles and partly to recognize the work of their colleagues. First, the Superintendents for the 1982-83 participating school systems. Without them Project Excel would not be:

Dr. Bart O'Connor: Attleboro
Dr. John T. MacDonald: Dartmouth
Thomas J. Daley: Somerset
Dr. Lincoln D. Lynch: Middleboro
John Carreiro: Fall River
Dr. Joseph C. Harrington: Dighton-Rehoboth
Joan M. Walsh: Old Rochester
Dr. Michael Perrone: Apponequet
John E. McCarthy: Swansea
Lynwood P. Harriman: Fairhaven
Patrick Soccorso: Westport

Second, managing of Excel in the high schools, tending to the day-to-day details, particularly the recruitment of students, has been the responsibility of the high school contact persons. Working with the Superintendents the contact persons have provided a sustaining link between school and university. Those for the 1982-83 program year have been:

Peter Abraham, Jr.: Apponequet
Barbara Churchill: Attleboro
Donald King: Dartmouth
William Henry : Dighton-Rehoboth
Victor Burnette: Fairhaven
James Melvin: Fall River
Charles Cornell: Middleborough
Susan Zartman: Old Rochester
William H. Barrar: Somerset
Howard O'Hare: Swansea
Anthony Melli: Westport

Third, the group leaders, the key to program implementation, have contributed their time and efforts for modest reward; together they represent the on-going staff core of the program for the past three years. The current, 1982-83 group is also helping with dissemination. They are:

Arthur Bennett: Dartmouth High School
Marianne Matheny: Southeastern Massachusetts University
Charles F. Foley: Fairhaven High School
Orin Holmes: Dighton-Rehoboth High School
Denise Kalicki-Bibeau: Southeastern Massachusetts University
Donna Lee Murphy: Dartmouth High School
Leonard Euart: Dartmouth Potter School
Dick Audet: Dartmouth High School

Fourth is the group of students who participated in the program and who were invited back as alumni during their senior year to assist as group leaders. The service of each has been outstanding:

Paul Bender: Case High School
Joe Villa: Old Rochester Regional High School
Ken Rose: Dighton-Rehoboth High School
Lisa R. Piper: Dartmouth High School
Bruce Wallace: Durfee High School
Sandi Montour: Apponequet High School
Janet Medeiros: Dartmouth High School
William Lopoulos: Dartmouth High School
Joannah E. Coville: Old Rochester Regional High
David Carter: Dartmouth High School

Finally, Judith Grunbaum joined us as Dissemination Coordinator in the Fall 1982. She has quickly integrated herself to our efforts; she seems to have been working on Project Excel from the beginning. We would be better had she been. The value of this manual and the drive to place this program on other campuses is hers.

Have I missed anyone? Surely I have. For those whom I have omitted, please accept my apology. For the errors in style, content, implementation and dissemination I alone have earned that honor. Many have helped to minimize this. I thank you all.

Robert Lewis Piper
Project Excel Director

Southeastern Massachusetts University
North Dartmouth, Massachusetts

March 11, 1983

INTRODUCTION: PROJECT EXCEL, A BRIDGE INTO COLLEGE

Project Excel at Southeastern Massachusetts University is an enrichment program which provides a bridge into higher education for gifted and talented high school students. The curriculum is designed to introduce high potential 10th and 11th graders to the larger realm of creative intellect, critical thinking, artistic endeavor and social consciousness. The primary purpose is to provide a bridge into college for the leaders of tomorrow.

Begun in the Fall of 1980 at Southeastern Massachusetts University, it is now a proven model which has successfully served over 230 students from twelve high schools in the southeastern region of the Commonwealth.

Project Excel does not offer the participants advanced work in specialized areas; the emphasis is not on developing a particular skill or on promoting rote learning. Rather, Excel is based on the idea that education is a process of discovery. The program is designed to encourage the analysis, integration and judgement of conflicting information and concepts flowing from scientific, aesthetic, and value sources.

One Afternoon a Week during the Academic Year The schedule for Project Excel follows the University calendar, beginning the third week of September and concluding by May 1 before final examinations. School and university vacations both are accommodated in the schedule of the one-afternoon-a-week sessions. Throughout the year in the SMU model the program is Tuesday, 3:00-5:30 p.m. The day may vary as other colleges implement the model, but the "after school" feature confirms Excel as an addition to the on-going public school curriculum, as a supplement, not a replacement, to the established school activities.

In the Fall the program opens with a parents and a student orientation session. This is followed a week later by a group process session during which the participants meet for the first time with group leaders. At the end of the semester each discussion group makes a presentation of any sort which represents a summary statement about the Fall program. The remaining 8 or 9 sessions feature a guest presentation with question and answer period by a faculty member or guest speaker. The presentation is followed, after a Coke break, by small group discussions. The Spring program follows the same substantive theme with implementation via three or four general presentations surrounding 2 sessions of 5 weeks each during which short courses, seminars and workshops are presented by faculty, instructors, or Project staff.

Exposure to Conflicting Ideas During the first semester the students are exposed to creative thinkers and activists from various fields through discussion, debate and presentation. Guest speakers are drawn from the traditional academic disciplines, from the arts, from political action and from community service. For example, a presentation by Professor Robert McCabe of the Mathematics Department at SMU dealt with the concept of infinities, how to measure both large and small infinities, and how the measuring of infinity is related to an analysis of two movies, "The Deer Hunter" and "Bambie."

To take other examples, Dr. George Wald, a Nobel Prize Laureate, traced the development of his research in biochemistry and how this personal development led him to political action. The Commanding Officer of Fort Devens, Colonel Richard Katter, affirmed his personal commitment to serve his country through military service. Judy Chicago, a feminist artist, described the creation of her important work, "The Dinner Party." Members of the Trinity Square Repertory Theatre Company performed for the students, and then discussed how they built tension and conflict into the characters they were portraying.

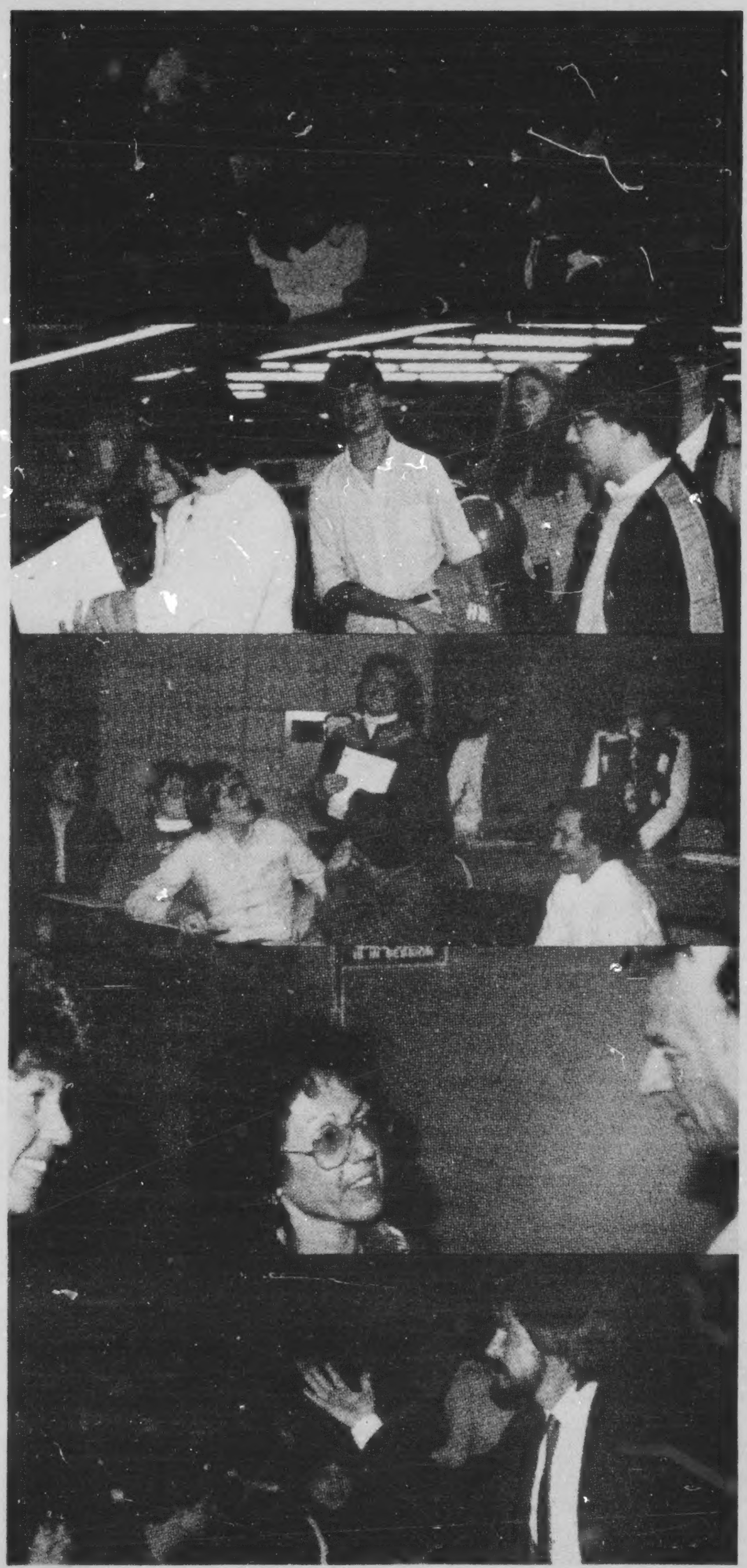
An outline of several Fall programs and a list of Spring mini-course topics is included elsewhere in this manual.

University-Based Model Program Project Excel utilizes the university's specialized resources appropriately and efficiently. Most of the small group discussions take place in the library, and this connection is supported by an afternoon session on the resources and the uses of the library. The university's laboratories, computer capabilities, campus shop, and classrooms are all drawn on for program support. The campus shop carries books assigned to Excel students and supplies the wide range of materials and resources available in a university community. The swimming pool is open. A central, congregating center for university student interactions (i.e., the Coke machine) serves Excel students well. The purpose of Excel is to draw the high school students into a first if partial introduction to university life and activity.

Finally, Project Excel enables college and high schools working together to offer a very special program to a frequently neglected student group and at a modest expense. It provides bright young prople a unique growth experience, one that will shape career and college choices in the near and distant adult futures of the participants.

CHAPTER I.

IMPLEMENTING EXCEL ON A COLLEGE CAMPUS



The commitment of a college or university to implement Project Excel takes the form of an agreement between the college or university, on the one hand, and the Southeastern Massachusetts University Excel dissemination office, on the other. This agreement confirms the minimal specifics of the implementing campus such as designating the campus coordinator for Excel and indicating the implementing dates for the program. Also the agreement commits the Excel dissemination office to support the campus program development by providing training workshops and other technical assistance.

A standard form will be used for each adopter agreement; a copy of this form follows in this manual. The details of implementation will vary from campus to campus, and these variations may be accommodated in the agreement. The purpose of the agreement is, in part, to assure the appropriate use of the designation and design of Project Excel. Each adopter site will be requested to use the Excel name, such as: Project Excel-____X____ University, and will give recognition to Project Excel of Southeastern Massachusetts University as the original model for the program. The program may not be adopted without such an agreement.

The dissemination team will organize and offer regional workshops in the Winter, Spring and Fall 1983. These workshops, all day or half day, will introduce college and university administrators and staff and school superintendents and staff to the purpose, program, structure and staff of Project Excel. These workshops will attempt to provide sufficient in-depth information to enable an institution to make a preliminary evaluation whether to adopt, and perhaps adapt, the Excel model.

A follow-up visit of the dissemination team on the campus or with groups of those who are considering establishing Project Excel would be a next step.

Once a campus commitment has been confirmed, the dissemination team can facilitate implementation by providing additional training and other technical assistance to the campus coordinator and other college staff and to participating high school staff and contact persons, to the limit of the dissemination staff resources.

A cluster of distinct tasks awaits the college or university establishing Project Excel on its campus. While these tasks are varied, and may vary in some particulars from campus to campus, following a predetermined checklist and timetable expedites implementation.

The implementation tasks are grouped into a series of steps, and these steps can easily be linked to a calendar. Most colleges will initiate Excel in the Fall semester, the first orientation session for students and parents being in the third week of September or the third week of the new semester. With that assumption, the following calendar might be followed to begin Project Excel at a college campus in the Fall 1983 or the Fall 1984.

Implementation Steps	Accomplished by:
1) Establish contact with the Excel dissemination office at SMU; schedule initial on-campus information session for college administration and faculty.	March 15
2) Confirm the commitment of college to implement Project Excel; assign staff or faculty person as campus coordinator or director;	April 15
3) Complete the adopter agreement with Excel-SMU; specify implementation time-line.	April 15

Implementation Steps	Accomplished by:
4) Contact 12-15 area school systems to ascertain interest; schedule initial meeting of the Superintendents and high school staffs; establish Superintendents' Board; define Board-university relationship; develop selection criteria/guidelines with Board.	April 15
5) Identify high school contact persons; orient the high school contacts to the program, in particular to the student recruitment and selection guidelines.	May 1
6) Develop campus faculty-administrator committee; identify potential faculty to support Fall curriculum with lecturers, mini-seminars and workshops, and to serve as curriculum advisors.	May 15
7) Draft and print a student recruitment brochure and distribute the brochure through the high school contact persons to 9th and 10th grade students; monitor student recruitment and selection process; distribute brochure with informational memo on campus for faculty and administration.	June 1
8) Recruit and select group leaders from college and high school faculties.	June 15
9) Hold staff workshops to establish the Fall/Spring program and calendar; seek Superintendents' Board approval of the 1st year program design; register students fowarded by high school contacts.	June 30
10) Draft specific curriculum overview; confirm evaluation instruments from Excel-SMU model; reserve lecture hall and discussion group spaces on campus for Fall program.	July 15
11) Contract with faculty and guest for Fall presentations; discuss the program and goals and the proposed individual presentation with each.	August 1
12) Implement summer training workshop for group leaders.	August 15

Implementation Steps	Accomplished by:
13) Print evaluation instruments for Fall use; prepare and print final calendar and program handouts for Fall use; mail welcome letter to Fall enrollees and to parents.	August 31
14) Tie up any loose ends, solve unanticipated problems, and take Labor Day off.	September 5
15) Present the opening orientation session for students and parents and for school-university observers.	September 20

As indicated, these steps and dates may vary a bit from campus to campus, but the tasks must be accomplished in a pattern quite similar to this in order to guarantee an efficient and comprehensive implementation for the first Fall program.

These steps are valid in other time frames, for example, leading to initiating Excel in January as well as in September. The dissemination staff at SMU will be available at each step to provide technical assistance to the limits available and within the framework specified in the Adopter Agreement.

Recruitment Brochure A very early task for the campus coordinator is to draft a program description including a statement of the design, content and calendar for the coming year. The purpose of this flyer is to recruit students in the participating high schools, but it may also serve a secondary goal of acquainting the college community with the existence of Excel on campus.

The format for each campus may vary somewhat, but the Project Excel logo should appear prominently on each publication, and an acknowledgement to SMU should be included as specified in the Adopter Agreement. The design and even some of the text of the SMU model may be borrowed freely in preparing the brochure. The recruitment brochure should include:

°A statement of Excel goals;

°An overview of the curriculum;

°A calendar of the program, Fall and Spring;

°Qualifications for participation;

°Recruitment and selection guidelines;

°Tuition and payment;

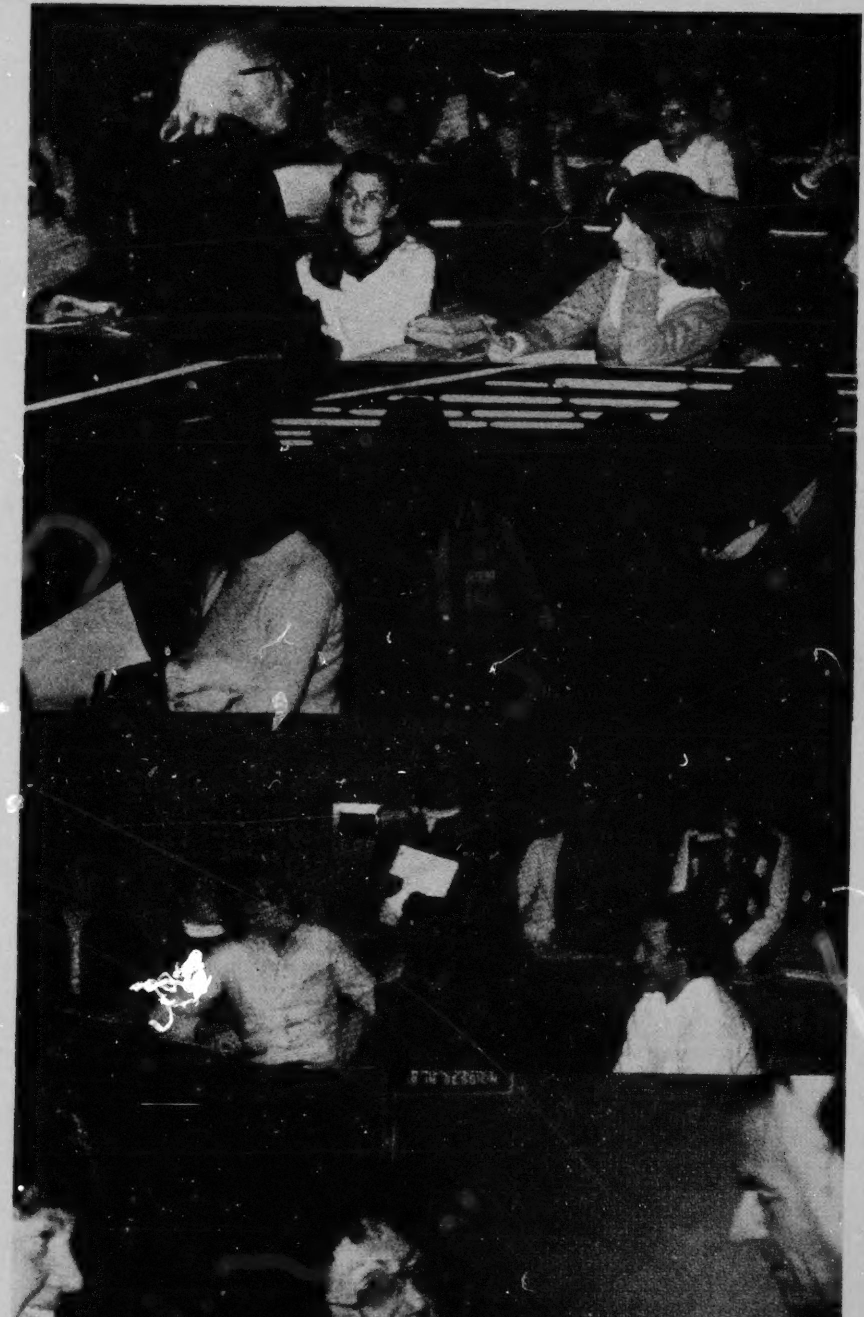
°List of participating high schools and contact persons;

°Statement about the host college or university with the name, phone and address of the campus coordinator;

°Opportunity for other high school students to enroll in regular college courses (if available).

CHAPTER II

CURRICULUM DESIGN



A. Themes

The specific theme for the curriculum should be a stimulating one that rests on the faculty and staff capabilities and that is interesting to students. Each college designing an Excel program may mold a theme with topic sessions to draw on the strength of the faculty. For example, at SMU for the general theme of discovery and development of abstract concepts, Professor John Russell of the physics department offered a session on exploration of the "black holes" in the universe, and Professor Robert McCabe discussed the concept of infinity and how large ones and small ones could be measured.

Other adopting colleges may similarly draw on its own unique resources in shaping the curriculum. A college with a strong liberal arts faculty may wish to concentrate in the arts, humanities, sciences and social sciences. A technical college may draw on the applied sciences and technology or may focus on art and technology. The fine arts and the performing arts may be the substantive core of another curriculum. Drawing from the strengths of the host college should not narrow the theme too much. Excel is a broad, enriching program, and the theme and its particular topics should recognize the breadth of human thought and experience. The Excel curriculum should display excellence in human thought and action which traverses traditional disciplines, crosses diverse cultural groups, and draws on both traditional and non-traditional concepts and sources.

At SMU three themes have been used: the process of discovery of abstract concepts, the committed life, and the discovery of self. Outlines, topics and schedules for these themes from the SMU model are included as illustrative only. An adopting college is free to use any of these themes and topics, but a design which is specific to the host institution, that rests on the faculty and staff and on their ideas and resources, will have a more likely chance of successful implementation.

B. Group Discussion

The center piece of each session's program may be the guest lecturer or general group activity, but the end-of-session small group discussion is the necessary vehicle for exploring the wide range of issues raised by the session and for integrating the individual sessions with the theme. Also, individual student growth can be encouraged in the small group environment. Stating and defending one's opinions and engaging in debate with peers are skills which can be honed in the group give and take. In this way individual confidence and social ease with peers of diverse backgrounds can be cultivated.

Social and intellectual exchange is the key to the young person making a successful transition to college or university life and to adulthood. The small group suggests a collegiate seminar, serving as an important learning vehicle in making the adjustment from the high school classroom to the academic environment of a college. The small group thereby is an implementing structure providing a bridge into adulthood.

C. Active Participation

The students explore the central theme in various ways by active participation. This may be by engaging in question and answer periods following the lectures, or by challenging peers in small group discussions, or by joining a single faculty member in research or creative endeavor. On the final day of the semester, discussion groups or mini-course groups make presentations to the total student body and guests. The presentations are a project or product toward which each person and group can work. Often taking the form of a satire of specific topics or presentations or making a summary evaluative statement about the theme or its presentation, or about student growth, they give the program a cohesive and festive tone as students bring the semester to a close.

D. Evaluation and Assessment

Verifying the impact of Project Excel on participating students is difficult by itself, but documenting in quantifiable terms the benefits, or lack thereof, to the participating high schools and colleges is even more difficult. There are several primary instruments we have developed to track the program's impact on students and attempt to look also at the college and high school dimensions:

Form A	Interest Survey, administered at the first session in the Fall to all participants, serves the purpose of providing a profile of the students on entry to assist in program design and implementation; Form A is primarily a formative evaluation tool, useful as a "before" look.
Form B	Information Survey, administered at the first Fall session to all participants, provides basic demographic data, and some baseline data such as college intentions or preferences which can be compared with the data from the 3rd year follow-up questionnaire.
Form C	Student Evaluation of the Fall semester, a detailed instrument administered at the final Fall session in December, provides valuable feedback to assist in subsequent Fall program planning; also, this form offers the first look at student growth and development after one semester in the program.
Form D	Weekly Evaluation form, administered each week after general sessions (not mini-courses), collected and tabulated and returned to individual group leaders the following week.

D Formed	A student designed weekly evaluation instrument, useful to relieve the certain tedium students experience each week in completing evaluations; the data from D Formed is of uncertain formative or summative validity; compilation of student responses with immediate feedback to respondents enhances this instrument's utility.
Form F	Problem-Solving Pre/Post Test, administered at the first session of the Fall program and the last session of the Spring program, to indicate student growth.
Form G	Student Survey Form, administered at the end of the student's participation in Excel, either at the close of the Fall semester or the close of the Spring semester, as appropriate, to reflect student feed-back on the impact of Project Excel on the student.
Form H	Mini-Course Evaluation, designed specifically for the 5-week short courses and workshops; the primary purpose is to provide feedback to instructors and to assist the campus coordinator in planning future curricula.
Form I	3rd Year Followup, mailed to each Fall participant in the 3rd year after participation to assess the students' estimation of value of the Project in college or career choice; this form may also be repeated as a 4th Year Followup to survey opinion when most participants are first year college students.

A copy of each of these forms is in this manual, Appendix D. An adopting college or university will be expected to use these forms as specified in the adopter agreement during the first two years and during the third year for the follow-up form. At the end of each semester the results must be compiled in a report to the SMU Excel dissemination office.

Evaluation and assessment instruments have only utilitarian value. Worth flows from use. Also, ideas for revision or alteration flow from use. The forms in this manual are constantly being reviewed and each

Excel campus may, after two years of use and of circulation of results, want to revise some items and explore alternate strategies. The network of Excel campuses should emerge as a collaborative base for experience and idea sharing which may result in new evaluative and assessment structures.

PROJECT EXCEL SCHEDULE

FALL 1982

"THE PROCESS OF DISCOVERY"

SEPTEMBER

14 Staff Session

21 Orientation
Parents and all Participating Students will be introduced to Project Excel staff members and group leaders. Small groups will be organized for discussions. A parents question and answer session will follow.

28 Group Process: Seminar Process/Negotiations
Staff members will present a variety of issues intended to help students become familiar with the Project Excel process and become comfortable with the dynamics of the small group experience.

OCTOBER

5 Group Process: New Games
Bill Rubin is a Field Representative of the New Games Foundation. He has been playing games since he was a small child and is an enthusiastic recreationist. He will be leading us in some of the New Games which emphasize fun and cooperation rather than competition. Wear your playclothes!

12 Rediscovery of Talent after Tragedy
Lisa Thornson, an actress and singer, will discuss how she rediscovered her dramatic skills after a disabling accident.

19 Social-Sexual Barriers to Self-Discovery
Dr. Nancy Ryan, formerly director of the New Bedford Women's Center is currently executive director of the Cambridge Commission on the Status of Women. Her Excel talk will deal with the barriers to the discovery of self for both men and women in American society.

26 Creative Discovery in Business
Currently as Vice-President of Research and Development at the Ocean Spray Company of Plymouth, Dr. James Tillotson has confronted a variety of technical problems in product development. He will illustrate how a corporation solves problems and discovers creative and profitable solutions to challenges in the highly competitive food industry.

Continued...

NOVEMBER

2 Self-Expression through Drama
Assistant director of the Conservatory, Trinity Square Repertory Theatre Company, Amy Lloyd will direct a small group of young actors and actresses in dramatic scenes to illustrate the work and training of these young performers. Dr. Betty Ann Metz will chair a panel discussion of the performers who will discuss their training, their motivation for acting, and their commitment to art through drama.

9 Creative Computer Application: A Unique Example
Prof. Lester Corey is a lecturer and researcher in the SMU Electrical and Computer Engineering Department. His research and presentation to Excel will be on the application of computer technology to aid severely physically handicapped persons.

16 The Discovery of Talent: A Personal Example
Kirk Redmann is a young opera singer now attending the Metropolitan Opera Center in New York. He will talk about personal growth and creative expression in opera.

23 Systematic Discovery: The Library as Resource
Janet Freedman, Dean of the library at SMU, and Ross LaBaugh, the Associate Librarian for Bibliographic Education, will demonstrate the use of the library through problem solving games and other activities.

30 Technology as a Barrier to Discovery
A member of the Mathematics Department at Brown University, Prof. Phillip Davis is co-author of The Mathematical Experience. He will speak on how we are drowning in digits because of an increased mathematization of our intellectual and emotional lives which will lead to a life of formal actions devoid of meaning.

DECEMBER

7 Critical Thinking: Demonstration and Exercise
On the faculty at SMU in the Philosophy Department, Prof. Rick Hogan will present a session on critical thinking. Excel participants will be challenged by analysing texts from various sources from politics and literature. The group sessions will be utilized to complete a series of analytical exercises.

14 Participant/Group Presentations

PROJECT EXCEL - FALL, 1981

SCHEDULE

"THE COMMITTED LIFE"

SEPTEMBER

22	Introduction - Tour for Students and Parents (No meeting September 29 - Rosh Hashana)

OCTOBER

6	Dr. George Wald, Nobel Prize-Winning Bio-Chemist; Peace Activist
13	Group Process Skills Development
20	Nancy Ryan, Director of The Women's Center New Bedford, Massachusetts
27	John Bullard, Director, W.H.A.L.E., Revitalization Project in New Bedford, Massachusetts

NOVEMBER

3	Colonel Kattar, Fort Commander, Fort Devens, Massachusetts
10	Group Discussion Skills
17	Richard Kneeland, Actor/Director, Trinity Square Repertory Company, Providence, Rhode Island
24	Terry Goldberg, Political Activist for Regulation of Genetic Research

DECEMBER

1	Carol Hurst, Storyteller; Preserving the Art of Storytelling
8	Lowry Burgess, Renowned Artist and Sculptor
15	Group Projects/Conclusion

PROJECT EXCEL

FALL SEMESTER, 1980

SESSION OUTLINE:
Monday, September 15 - Orientation, Why Man Creates

THE PROCESS OF CONCEPT DEVELOPMENT

Wednesdays:

September 24	Discovery, The Intuitive Roots of Concept Building Charles Darwin, The Voyage of the Beagle and The Concept of Evolution
October 1	*Discovery Through Observation, Looking at the World Through a Knot-Hole
October 8	Discovery of Scientific "Truth," Human Perception of the Natural World Resource Person: John Russell, Professor of Physics/SMU
October 15	Concepts Which Change the World-Movable Type Resource Person: Dietmar Winkler, Dean of Visual and Performing Arts/SMU
October 22	Self Discovery, Actualization of the Concept of Self The Dinner Party, Judy Chicago Resource Person: Barbara Jacobskind, Associate Professor of English/SMU
October 29	Resource Development
November 5	Discovery as Anarchy, Marcel Duchamps Resource Person: Peter London, Professor of Art/SMU
November 12	Concept in Space Resource Person: Dante Vena, Associate Professor of Art/SMU
November 19	Moving Through the Concepts of Space and Time The Laser Beam and the DNA Molecule, Jonathan King, Professor Biology, M.I.T. Resource Person: George Thomas, Professor of Chemistry/SMU

---

*Resource Person: Robert Lewis Piper, Project Director

Continued...

November 26	Resource Development
December 3	Presentation of Group/Individual Projects and Final Evaluation of Program

PROJECT EXCEL

Spring 1982 Schedule

Tuesdays 3:15-5:30 p.m.

January

26	Introduction of Mini-Courses Opening Presentation - Professor Robert McCabe "The Measuring of Large and Small Infinities"

First Group of Mini-Courses

Computer Music * Creative Movement * Sign Language * Anatomy of a Revolution * Computer Programming * Psychology in the Classroom * Biology * Photography Without a Camera

February

2	First Session
9	Second Session
16	No Class - High School Vacation
23	Third Session

March

2	Fourth Session
9	Fifth Session
16	No Class - SMU Vacation
23	Registration for Mini-Courses
30	Speaker - Eugene T. Maleska, N.Y. Times Crossword Puzzle Editor

Second Group of Mini-Courses

Acting * Psychology in the Classroom * Computer Programming * Sign Language * Calligraphy

April

6	First Session
13	Second Session
20	No Class - High School Vacation
27	Third Session

May

4	Fourth Session
11	Fifth Session
16	Excel Field Day - "New Games"
18	Speaker - Professor Gene Sharp "Non-violent Activism"

PROJECT EXCEL

Interest Survey
for Spring 1983 Mini-Seminars

The Project Excel staff is organizing the mini-seminar programs for the Spring 1983 semester. The Student Interest Survey and past experience in the previous spring semesters will be part of the data used in scheduling mini-seminars for the Spring 1983, but we are interested now in your own preferences.

Please indicate which of the topics below are particularly interesting to you by drawing a circle around five (5) you would most prefer to enroll in.

These choices by you are not what you will participate in in the Spring. Your individual choice and registration will be January 11, 1983, during the first session after the vacation.

Remember, please circle those five (5) topics below that you are most interested in enrolling in for the mini-seminar series in the Spring 1983.

Acting
Philosophy
Sign Language
Drawing
New Games
Nutrition
Film as Drama

Journalism
Poetry
Sculpture
Video Games
Running
Debate
Yoga

Calligraphy
Engineering
Photography
Word Games
Aerobics
Speed Reading
Origami

Magic and Illusions
American Short Story
Chemicals in the Environment
Creative Writing
Field Research in Biology
Biology: Electron Microscope
American Involvement in Vietnam

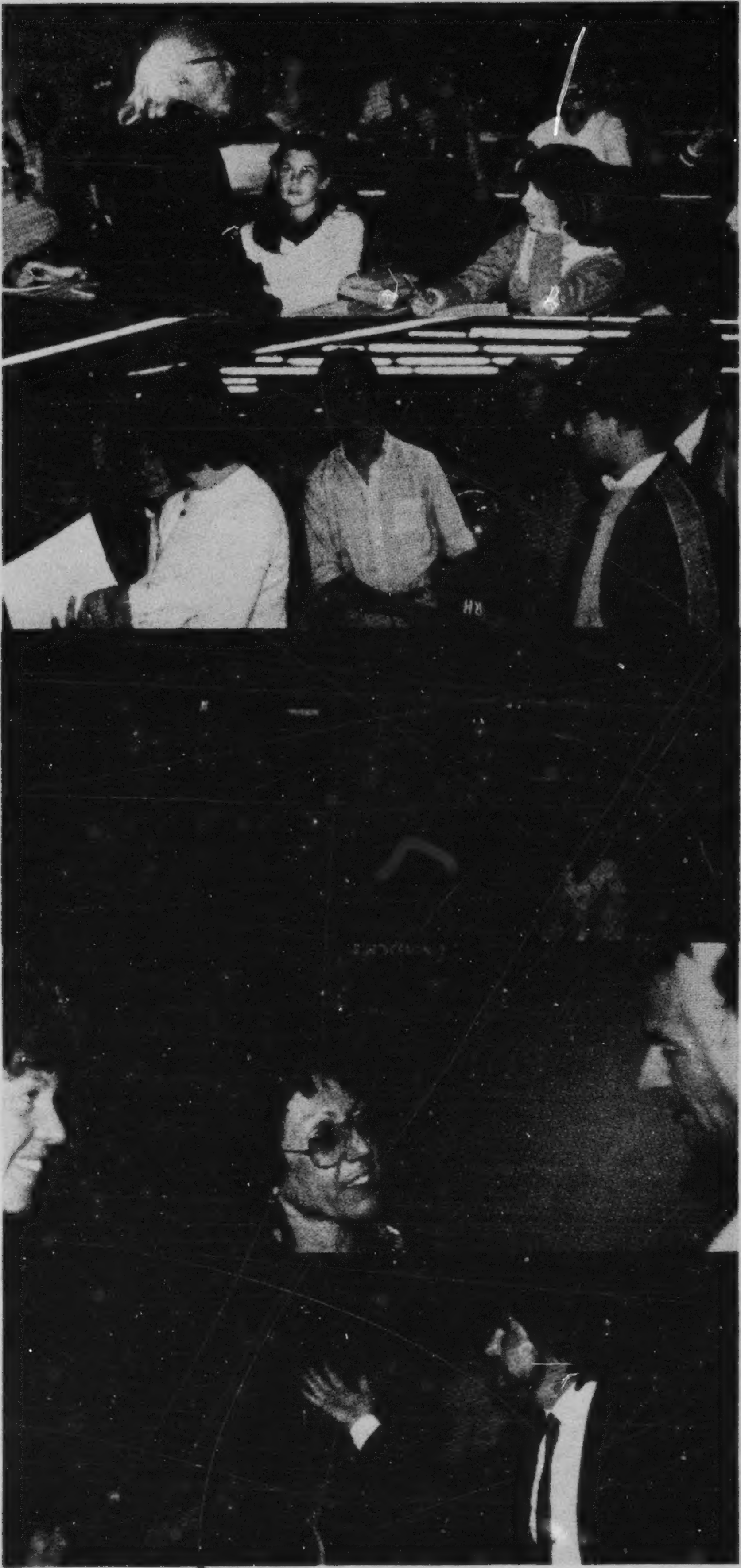
Critical Thinking
Computer Music
Political Assassinations
Consumer Literacy
Creative Movement: Dance
American Presidents: Good, Great and Grant

Solfege: Singing Exercises and Sight Reading
Psychology: Classroom Behavior
Computer Programming, Introductory
Computer Programming, Advanced
Astrophysics: The "Black Holes" of the Universe

Marine Environmental Science
Upward Bound: Activities for Self-Realization

CHAPTER III

STAFF



CHAPTER III
STAFF

Each college or university has appropriate and well defined channels, usually culminating with the Academic Vice President, though perhaps the President will be involved, to begin to develop and finally approve of a program such as Excel. The critical consideration is that the campus senior leadership accept and vigorously support the program. The Adopter Agreement can serve the purpose of seeking and confirming this support, thus establishing Excel as an important organizational priority.

A. Campus Coordinator or Director

Designation of a campus coordinator from among the faculty or administration is the next important early step. Usually this will be the one who was foremost in moving the college to adopt Excel. Whoever is designated should have (1) reporting responsibility to the senior academic officer, (2) released time sufficient to implement the project, an average of 1 day per week, though the level of activity varies somewhat during the year, heavier in September and with the Fall program, light in Spring and Summer, and (3) administrative support such as space, miscellaneous supplies, postage and phone.

The list of the coordinator's tasks would be longer than could be easily printed; in a certain sense it is infinite since every administration and implementation, every management task falls, directly or indirectly, on the coordinator's desk. The tasks group into clusters, as follows, with a few examples for each:

1) Relationships within the host college:
   - reporting periodically to the supervising senior administrator;
   - developing faculty and administrative support

to assist with designing and offering the curriculum, presenting lectures or demonstrations, offering mini-courses, serving as group leaders;
- organizing a campus academic advisory committee;
- developing appropriate publicity with the college public relations office, representing Excel before external audiences;
- scheduling classroom and other space;
- arranging on-campus parking.

2) Maintaining links with the participating school districts through the superintendent and the high school contact person:

- supporting the student recruitment and selection process;
- sustaining the on-going business of the Superintendents' Board and representing the college at such meetings;
- encouraging participation of high school teachers as group leaders and as presenters or mini-course instructors.

3) Managing the day-to-day operations:

- budget preparation, expense authorization, and fiscal reporting to the Board;
- arranging for specialized needs such as A.V. equipment or refreshments;
- overseeing the weekly and other program evaluations, and with others tabulating and analyzing and reporting the results;
- maintaining on-going contact with the Excel dissemination office at SMU.

4) Supervising the support staff:

- recruiting group leaders, presenters, instructors, and student leaders;
- planning and implementing group leader training and on-going staff supervision;
- orienting presenters and instructors to the program;
- negotiating contracts and arranging stipends;
- evaluating mini-courses and reporting results to instructors.

B. Academic Advisory Group

The coordinator should immediately involve others from the college staff and faculty in critical support roles. The structure for this involvement would be a campus advisory committee. The committee can play a primary role in defining the curriculum, in providing group leaders, lecturers or instructors, and in explaining and supporting Excel throughout the college community. This committee should meet in the late Spring to propose and refine a theme and to design the Fall/Spring curriculum. Convening the group once in the Fall and once in the Winter for on-going reports and suggestions helps to sustain interest and commitment throughout the year.

The Project staff should be sensitive to building a network of cooperation within the university community and within the secondary school community. The strength of Project Excel lies in the sense of reciprocity fostered by the dialogue within and between these two groups.

C. High School Contact Person

At the beginning stages of program development, superintendents should be encouraged to appoint a high school contact person who may either be the high school principal, a teacher, or a counselor in the guidance department. The contact person is usually the Superintendent's designated alternate on the Project Board.

All day-to-day implementation of the Project in the high school is the responsibility of the contact person. This includes:

- explaining the Project to teachers and staff, and to school governing boards as assigned by the superintendent;
- publicizing the Project among students, especially 9th graders, soon to be 10th graders, and 10th and 11th graders,

- developing and overseeing the process of student application to participate in the Project, establishing with others specific selection guidelines within the Excel criteria, implementing the selection mechanism, collecting and transmitting student registrations to the campus coordinator in accord with college policies and procedures;
- serving as the on-going link between the school and the college for the Project, relating on a regular basis with the campus coordinator or director;
- dealing with day-to-day administration tasks such as helping to arrange transportation, supporting the in-school evaluation of the Project, maintaining contact with parents as appropriate, and reporting to the principal and superintendent.

D. Group Leaders

The small group discussion leaders, recruited by the campus coordinator from the high school faculties and from the college faculty, constitute the core staff which sustains the Project in several ways. Their tasks cover:

- guiding the small group process each week throughout the Fall and on occasion in the Spring,
- assisting the campus coordinator in the design and in the day-to-day implementation of the program,
- relating to individual students, providing encouragement and support.

In a certain sense the group leaders are the campus coordinator's alter ego. As a group they should be able to perform the entire range of the coordinator's duties. Recruitment of group leaders in the high schools and in the university faculty and staff should be vigorous and broad. Encouragement to apply should come from superintendents and principals, and from deans and department chairpersons. Selection should be based on the recommendations of superintendents and other professional colleagues, on demonstrated successful performance with this age and group, and on evidence of commitment to the Project's goals.

Also, the SMU program has successfully used senior high school students who are Excel alumni to serve, paired with the older or adult group leader. These student leaders have assumed roles not only in the program but also in planning and administration. A student representative or several have enriched the dissemination workshops. In each of these involvements the seniors have brought a special unique participant perspective to the staff's work, and they have enabled the staff to relate to the 10th and 11th graders more easily and, we think, more usefully.

To facilitate the orientation of the group leaders the 1982 summer workshop at SMU developed a draft statement of that role with guidelines. This draft may be useful in understanding this job and in training others for it; and it follows:

EXCEL GROUP LEADERS

1. Job description:

The initial semester of Project Excel provides enrichment programs for its students by scheduling a series of guest speakers. Sessions typically begin with a large group experience attended by all students. At the end of this presentation, students then move into smaller groups to reflect upon and examine the particular concerns and issues raised by the guest speaker. This small group interaction is facilitated by a group leader.

2. Responsibilities:

Each group leader is expected to:

a. attend all regular sessions.
b. attend a pre-program training session to become familiar with the sequence of presenters and their topics.
c. review and become familiar with any specific materials or activities that have been planned for small group meetings.
d. attend to procedural administrative details such as attendance, information gathering and announcements as needed for the group.
e. attend a brief information and summative meeting at the end of each session.
f. attend two staff meetings during the semester to review progress.
g. assist in the implementation of some second semester projects.

3. Statement of purpose:

The goal of Excel is to provide a medium for discovery, interaction and enrichment for its students. This places a unique demand upon the group leaders in that they facilitate the enrichment process, rather than direct students toward a specific content goal. With this in mind, the following guidelines have been developed.

4. Guidelines:

a. Some presenters have planned activities that are to be implemented during the small group sessions.

b. All presentations have certain specific concerns, issues, questions, etc., that have been noted by the staff and have been addressed in the pre-program training sessions. In the absence of planned follow-up activities, it is expected that these issues would normally be the focus of the group leaders' attention in attempting to facilitate student discussion of the speaker's topic.

c. Because student discovery and interaction is the primary objective of the Excel experience, the group leader must be prepared to allow students to direct the group discussions as much as possible. This requires judgement and discretion on the part of the group leader. In this sense, then, it is the function of the group leader to monitor the quality and quantity of group participation.

d. Each small group meeting has a range of concerns that could be addressed by participating students. Under normal circumstances, it is the task of the group leader to assist students toward interaction on topics of small group interest that are engendered by each presenter. However, if such an interaction is in process, but not directed toward the day's topic, the group leader is free to allow the interaction to continue. Student interest and discovery is at all times the prime concern of the Excel program.

e. In conclusion, the group leaders foster and monitor student-directed group communication and growth and use their skills to prevent and diffuse negative, unproductive, or fractional group interactions. GOOD LUCK.

E. Other Support Staff: Presenters and Instructors

The guest lecturers serve to stimulate the students to think, to expand intellectual horizons, to stretch minds, to challenge lightly held assumptions, and to raise issues about values and personal goals. Guests are invited because each can offer that kind of vigorous exposure for the students. We seek creative people as presenters, who are stimulating and challenging; it is this more than career sucess which is the primary criteria for selection.

The lecturers are role models for excellence in a profession, in service, and in personal fulfillment. Through these models the students may establish and maintain high professional and personal standards of intellectual, artistic, and social accomplishment. The guest lecturers should include personal as well as professional experiences and interests. The 10th and 11th grader will benefit from contact with role models who are willing to share the high points, as well as the struggles, of their personal and professional growth. Individuals who are sensitive to the challenges that young people face on entering adulthood will be able to communicate their own transition into the professional world and their own development as leaders within their fields.

Effort should be made to engage speakers who have maintained a humanitarian approach to their profession. An example of this would be Professor Lester Corey, a SMU computer scientist, who has adapted computers for the use of the physically handicapped.

The realm of speakers with controversial points of view provide an excellent vehicle for provocative and strong debate.. Attention should be given to selection of speakers who will broaden the students outlook, and enable them to develop an open-minded approach to diversity of opinion.

We have found in the past that our students seem to enjoy opportunities for active participation.

Each presentation or activity should build in opportunities for student involvement. This may be done in numerous ways including a simple question and answer period, a group game or exercise, and so forth. The guest should provide in advance a few discussion statements or questions or should recommend an activity or project for group leaders to use with the small groups. Sending such materials to the staff at least two weeks in advance facilitates dissemination to group leaders.

Orienting the lecturers and the presenters to the goals of Project Excel and to the learning style of the students requires (1) early circulation of Project printed material at the time of invitation to the presenter, (2) a letter of commitment with reinforcement of the goals and the guest's special assignment, (3) a follow-up phone call or personal contact to answer any questions, to clarify the presentation format, and to request that the guest provide discussion questions or other small group cognate activities.

F. Summer Training Workshop

A summer workshop for group leaders can achieve several goals. The most obvious is the development of the program team. The prior shared experience of the staff group will likely be none or slight. The summer workshop is the initial opportunity to develop a staff "esprit," and it serves each year to renew enthusiasm for returning staff and to integrate the new members. Team building components should be included in the training schedule.

The overt goals for the workshop are two: First, in training in group process and in "seminaring," each group leader should have some facility in group process, in leading a small group discussion involving 10th and 11th graders, and in the concept and realization of seminaring. Strategies to achieve these during the workshop might be theory-practice sessions in group dynamics, in the development of group trust, reflective listening skills, in openness, and in leading a discussion. The article "On Seminaring" by Michael Kahn might be a background reading; the ideas therein could be the basis for staff discussion and training.

Second, the summer workshop can also involve the group leaders in helping to make final plans and arrangements for the coming year's program. Tasks to be completed might be:

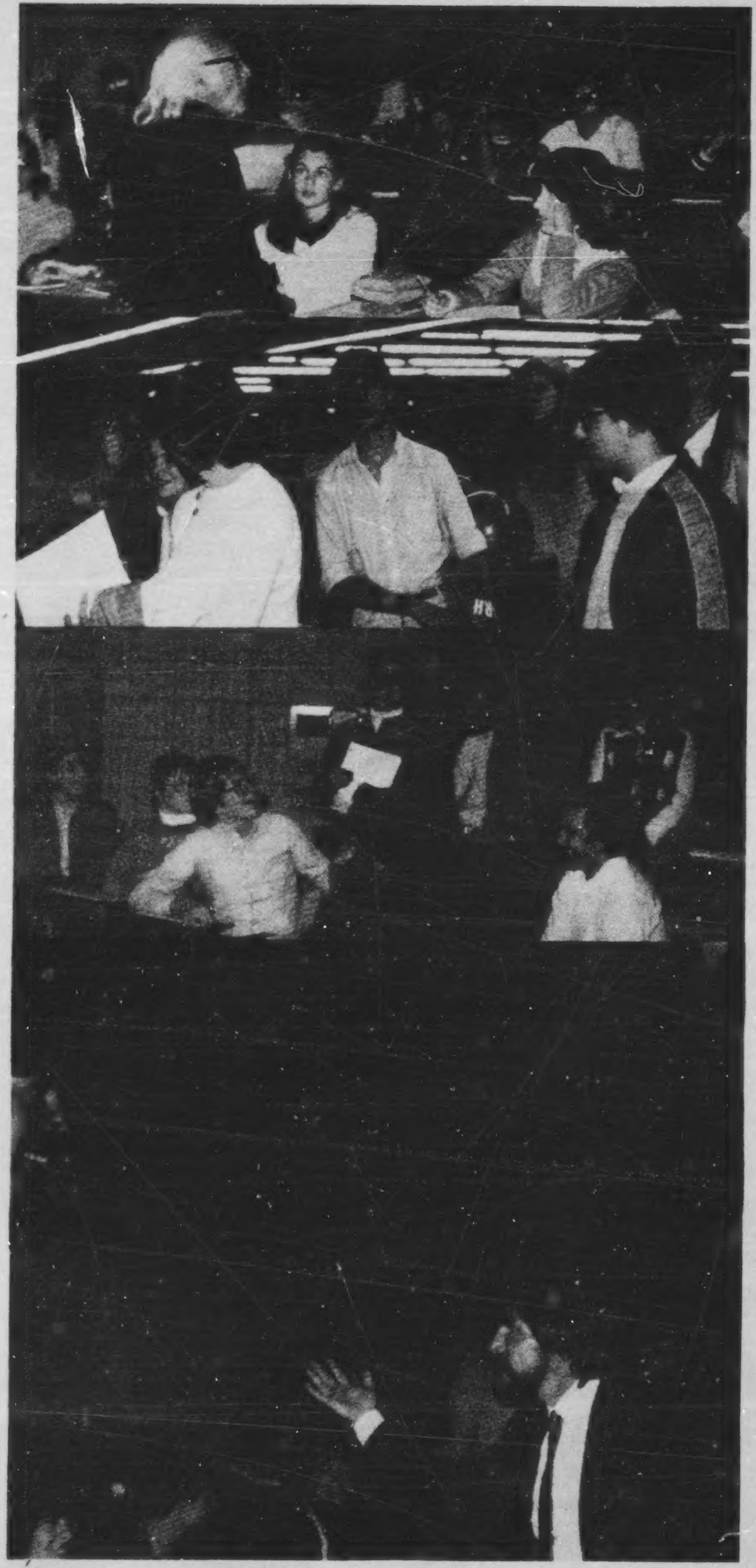
- confirming the schedule and sequence of activites for the Fall, making a tentative schedule of Spring mini-courses;
- contacting guest speakers or activity leaders, preparing orientation and background materials for the guest speakers, confirming arrangements by phone and followup letter;
- preparing and completing the welcome letters to in-coming students and their parents;
- designing the student-parent orientation session;
- reviewing the program evaluation instruments, making sure sufficient copies are available for

the semester, anticipating tabulation and analysis of results;
- planning a fallback session: What do we do if the speaker does not show up?

The schedule for the summer workshop of four days, Monday-Thursday, is probably appropriate to summer vacation schedules; this schedule has worked well at SMU:

Four Daily Schedule, Summer Group Leader Training Workshop

M-Th	9:00 - 9:15 a.m.	Coffee and Donuts
Monday	9:15 - 10:30 a.m.	Large Group Discussion on Fall Program
Monday	10:30 a.m. - noon	Allocate assignments, establish work groups; begin assignments
Tu-Th	9:15 - 9:30 a.m.	Checking Assignments
Tu-Th	9:30 - 11:30 a.m.	Work period, singly or small groups
Tu-Th	11:30 a.m. - noon	Group Session: Progress Reports
M-Th	Noon - 12:45 p.m.	Lunch together
M-Th	12:45 - 1:45 p.m.	Work Session
M-Th	1:45 - 3:00 p.m.	Group Session: Reports, Discussion, Film Previews



CHAPTER IV

GOVERNANCE

CHAPTER IV
GOVERNANCE

A. The Superintendents' Board

Linkages between the campus and area school districts may already exist through program cooperation such as student teaching or by the efforts of admissions staff recruiting in the local high schools. These lines of communication and contact may be used by the Excel campus coordinator in developing Excel relationships. In particular the admissions office may be interested in view of the potential of Project Excel to encourage gifted and talented students to apply for admission to the college.

The early conversations between campus and school should quickly lead to scheduling a superintendents meeting with college officials to confirm initiation of the Project. The superintendents as a group should evolve into the policy board, initiating, reviewing and approving the curriculum, calendar and implementation guidelines. Participation by the superintendent in person is highly desirable, but each school district should also have a designated alternate (a high school principal, teacher or counselor) to attend and to act in the Superintendent's stead; the alternate might be the high school contact person. The board should meet quarterly on the college campus. Meeting during the school year on the program day may encourage these administrators to visit the ongoing student activity.

In addition to its Project role, the board may become an added communications link between campus and schools. Other collaborative activities might emerge, under Excel sponsorship or not. For this reason, having the college president meet periodically with the superintendents would be prudent. In summary, the strength of the Project depends in large part on the support of the superintendents.

In terms of control, the board and the college must evolve a way of sharing. The Excel board at SMU meets regularly with the Project Director as the campus representative. Decisions are arrived at cooperatively. Either could terminate the Project, either may initiate policy, and either may reject the others' proposals. This sharing covers all policy matters. Administration of the Project is by the campus coordinator or director, reporting to a senior college administrator and to the Superintendents' Board.

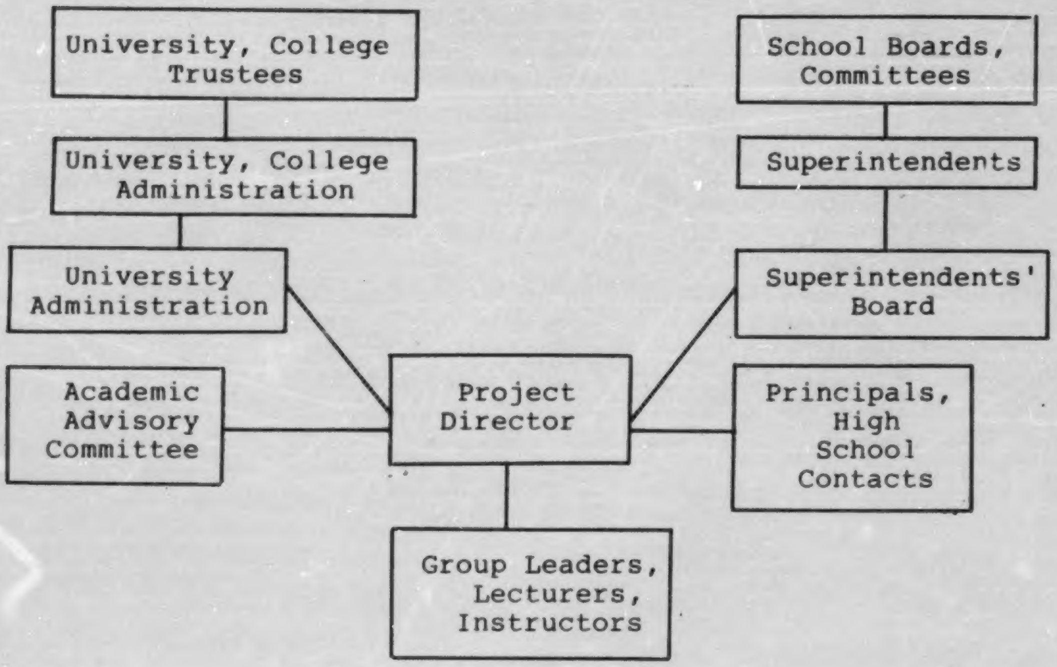
The shared nature of Project policy control is carried over into the staffing pattern. As discussed earlier in this manual the campus coordinator may share administrative tasks with a co-coordinator from one of the participating school districts; this is not a necessary, only a desirable, feature of Project administration. Also, the group leaders tend to be drawn primarily from the high schools, the lecturers and instructors from the faculty of the college plus about as many guests from the outside. In this way the staff in its heterogeneity confirms the collaborative nature of the Project, college-school and the larger community.

B. College Administration

The central college administrative role is by necessity played by the campus coordinator or director as described above in Chapter III, A. The director's primary, day-to-day reporting relationship is to a senior administrator, usually a college dean or academic vice-president. On a periodic basis this reporting line runs to the Superintendents' Board, sometimes placing the director in an ambigious role of representing the college, on the one hand, and answering to the Superintendents' Board on the other, but this is not an ambiguity which need bother a harmoniously operating project.

For purpose of visual clarity the organizational structure may be depicted as follows:

Project Excel
Table of Organization


University, College Trustees
University, College Administration
University Administration
Academic Advisory Committee
School Boards, Committees
Superintendents
Superintendents' Board
Principals, High School Contacts
Project Director
Group Leaders, Lecturers, Instructors

C. Budget: Self-Sustaining Model

A primary strength of the Project is that it is fiscally self-sustaining, a feature which enhances adoptability, stability and continuity of the model. This fiscal strength is assured by three strategies. First, the host college or university need provide only modest, but essential, support for such items as administrative and program space, telephone and postage, and appropriate released time for the campus coordinator. To ease this burden on the college, the model budget below does include some compensation for released time, for miscellaneous program and administrative expenses, and for indirect cost at 8% of total income.

Second, in the SMU model the operating expenses are matched by income generated at the rate of $109 per student per semester. This tuition is paid either by the school districts (about half do in the SMU model), or by the participants (about a fourth), or by school district-participant sharing (about a fourth). Each school system takes responsibility for handling and consolidating tuition fees and for forwarding this to the college fiscal office in a single payment each semester. From the school district's point of view a new and exciting program can be added to the district's offerings for a frequently bypassed group at modest cost; for 10 participants for both semesters a school committee need budget only $2180. Excel is a quality program at a modest cost when public school education money is tight. School districts also support the Project by sharing the administrative burden through the high school contact persons, and some provide transportation for students to and from the university.

A third fiscal strength of the Project lies in the fact that the budget is modest. In the model budget which follows, the stipends are little more than honoraria; $300 for a group leader for the Fall semester for twelve 3-hour afternoons is not high. One might question whether such modest stipends attract sufficient and sufficiently qualified staff, but this has not been a problem at SMU. However, a host campus might want to consider a slight reallocation toward higher stipends for group leaders or for mini-course instructors depending on local circumstances.

Sustained by these three lines of support, Project Excel has needed no outside grant support, and it will not need grant support when made operational on other college or university campuses. This self-sustaining feature helps assure that Project Excel can continue indefinitely on any college or university campus.

As an adopting college or university designs its own program the budget may be shaped to meet unique program configurations. On each campus costs for workshop staff, for printing, or for stipends may vary. The budget attached reflects only a type or a format which may be followed, but it does not represent the projection for the 1982-83 SMU program. The dissemination of the SMU model, of which this implementation manual is a part, is supported entirely by a FIPSE grant, not by the on-campus program at SMU.

MODEL BUDGET

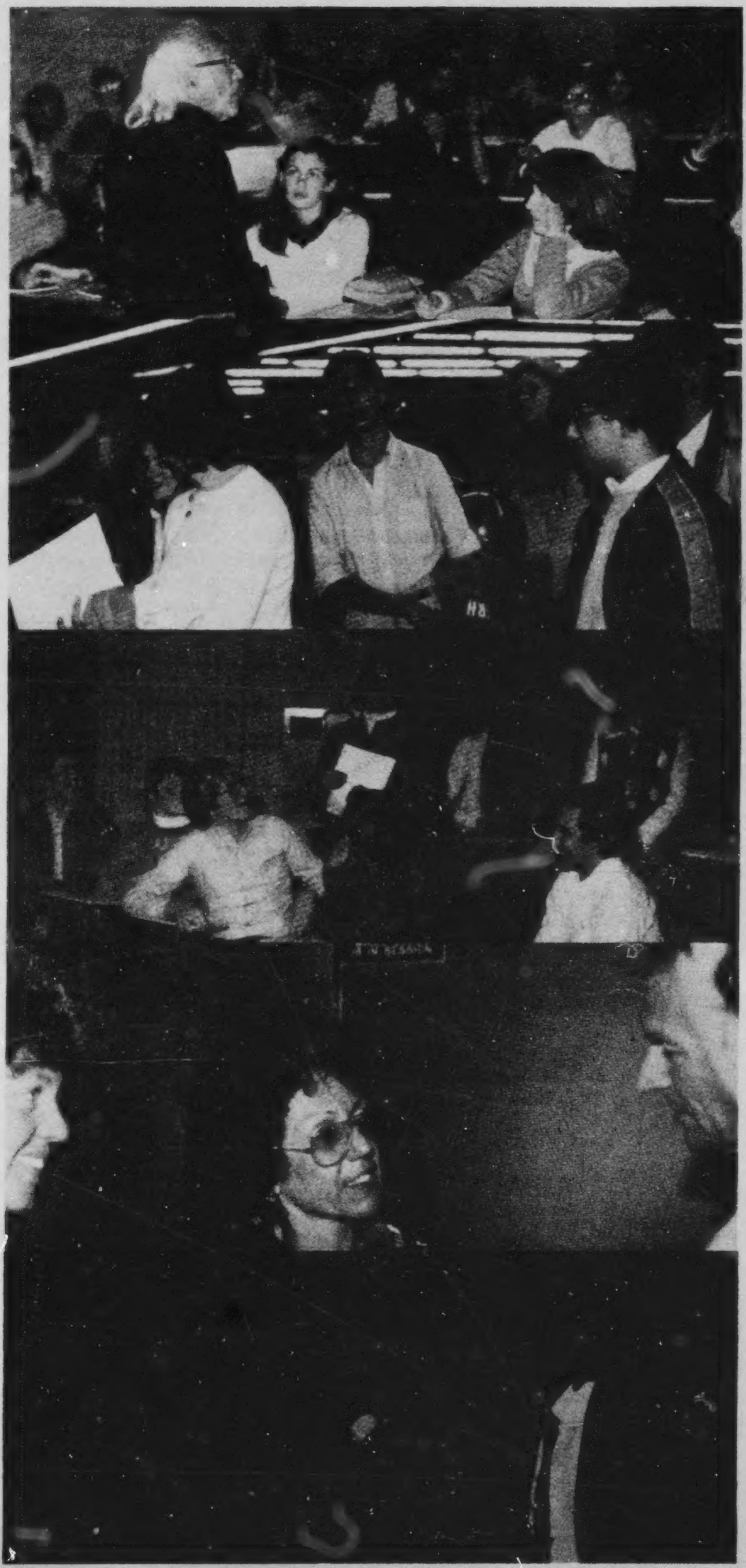
PROJECT EXCEL Academic Year

PROJECTED INCOME

Fall	90 enrollees @ $109	$ 9,810
Spring	75 enrollees @ $109 (less 10% attrition)	7,357
	TOTAL INCOME	$17,167

PROJECTED EXPENSES

Stipends:	
Project Coordinator Group Leader Coordinator	1,200
Group Leaders	
Fall 9 @ $300	2,700
Spring 9 @ $100	900
Guest Speakers Fall (8) Spring (2) 10 @ $200	2,000
Mini-Course Instructors Spring, 12 @ $300 (two 5-week sessions, 6 courses each session)	3,600
July Workshop Staff 4 @ $80, 6 @ $160	1,280
Secretarial	800
Travel	100
Printing	800
Special Supplies and Expenses	200
Office-Administration Expenses (postage, supplies, phone, parents' reception, staff dinner)	1,000
Indirect Cost (@ 8% project income)	1,373
TOTAL EXPENSES	15,953
Balance	$ 1,214



CHAPTER V.

THE STUDENTS

CHAPTER V.
THE STUDENTS

A. Selection Criteria and Process

The Superintendents' Board and the college staff collaboratively develop criteria for selection of participants. Applying the criteria and administering the selection system is entirely in the hands of the high school supervised by the contact person following the guidelines established by the Superintendents' Board. The high school selects; the college registers those selected.

Diversity of Talents The application and selection procedure may vary from school to school as long as the selection guidelines are observed. In one school teachers' recommendations may be the deciding factor; in another it may be counselors with teacher confirmation; in another, academic achievement, artistic accomplishment or demonstrated leadership may be the stronger factor. In one high school the contact person met with the entire 9th grade in the late Spring, explained the program in detail, outlined the selection criteria, and then the class as a whole set about choosing who among its number were gifted and talented and should participate in the university program.

Characteristics of Excel students are:

Leadership
Academic and artistic achievement
Creative approach to problem-solving
Commitment to task, and to participating in Excel

These characteristics are demonstrated by a diversity of evidence:

Academic record
Creative and artistic activities
Community service
Demonstrated Leadership
Recommendations of teachers, guidance counselor, principal, parents, and peers
Self-nomination and self-assessment

Potential for excellence, in a very real sense, is more important than current demonstration in the selection of students. While high achievers should be brought into Excel, those who have high potential for leadership, for achievement and for service should also be admitted. This potential may have been demonstrated through standardized test results or may have been expressed in artistic activities, and revealed in qualitative assessment by teachers in participating high schools. Excel students should be those students who are willing to share ideas, who are willing to take risks, and who are not afraid to dream impossible dreams.

B. Diversity of Students

Enrollment should be balanced between male and female students; this should be easily attained. Also, the student population should reflect the ratios of minority groups and economically disadvantaged found in the participating schools' population. For example, if the school district has a ten-percent enrollment of minority students, then the Excel registration from that school should have that many minority students. Active effort must be made to achieve this goal.

Particular sensitivity must be shown to enrolling handicapped persons. Provisions should be made to recruit and select such students. The college must provide appropriate individualized support to guarantee equal access.

In addition to gender, cultural and economic diversity, the participants should be drawn from various interest areas. While identification with academic disciplines has barely begun with most 10th and 11th graders, some early preferences among disciplines and careers have been made. In recruiting and selecting participants a vigorous group process can be enhanced by diversity from science, social science, arts and humanities, and from those students with vocational and technical interests. Such diversity should be encouraged. Excel is not a training ground for a particular discipline or career; it is an enrichment program drawn from many sources.

Open and affirmatively developed access to participation must be a characteristic of Project Excel. This attitude and objective must be evident in publications, in recruitment and selection of students and staff, and in the program.

C. Counseling the Students

An essential area of concern in developing an on-going support network for gifted and talented students is the formation of counseling structures. Structures for counseling students are inherently built into the Excel model, and on-going attention should be given to strengthening interpersonal relationships between the Excel staff and students. The student to Project counseling relationships occur along four lines. First, on-going guidance to students is woven into the small group discussions following each lecture. The staff must be sensitive to the role the group plays as a peer counseling setting and to the responsibilities of the group leader in that setting.

Second, in its program manifestation the Project operates in direct ways to provide student guidance. Presentations by college admissions personnel are an obvious way. Another is a mini-course in classroom behavior which encourages individual self and group awareness. In a larger and more subtle sense the total program plays an indirect counseling role by offering alternate career and personal role models, by presenting stimulating and often conflicting ideas, and by encouraging each participant to question social and personal values. It is in this larger sense that Project Excel may play its most significant role as counselor.

Third, individual staff members may relate to individual students in occasional guidance situations; while such occasions are frequent and should not be minimized they are typically brief and random.

Fourth, the Project staff may wish to refer specific counseling issues to the high school either through the high school contact person or to the guidance department. Similarly there are issues which might best be referred to a college academic advisor, the admissions office or other appropriate person.

The Excel group leaders, in particular, should be aware of these counseling relationships. The summer workshops should prepare them to assume their own role by providing training in group dynamics, in reflective listening skills, and in adolescent behavior. Staff meetings during the year provide a further opportunity to review counseling issues and to reinforce aspects of the prior training program.

Finally there is a much broader set of activities which may be initiated where counseling and interpersonal issues may be raised. Three groups might be addressed: gifted and talented students, their counselors and teachers, and their parents and families. For example workshops involving high school and college counselors might cover:

1) GAT Students
    a) contrasts of intellectual demands of the high school classroom and the university classroom;
    b) leave taking of home - parents, siblings, and friends;
    c) taking the step into adulthood, steering one's own growth and taking responsibility for one's actions and decisions.

2) GAT Curriculum

- a) updating GAT teachers on innovative approaches to learning including model curriculum which view intelligence and human potential from several modalities including:
    - -verbal
    - -visual
    - -kinesthetic
    - -manipulative
    - -auditory
- b) curriculum workshops which assist teachers in adapting existing curriculum to the needs of learners who have strengths in non-verbal areas;
- c) workshops on the affective needs of the adolescent; balancing the curriculum to include affective and cognitive considerations.

A workshop organized within each high school by the guidance departments, with Excel or college faculty support, for the parents of gifted and talented young people, might engage parents in mutual support and informational sessions highlighting areas of:

- -intellectual challenge within the home
- -suggested extra-curricular challenges
- -emotional considerations
- -sibling competitiveness
- -critical issues of balance:
    - -the will to succeed
    - -fear of success
    - -how the parent can nurture self-esteem in the GAT child

FOR MORE INFORMATION

Colleges and universities, school systems, and state educational agencies interested in learning more about Project Excel as a model program should contact:

Robert Lewis Piper Project Director	or	Judith Grunbaum Dissemination Coordinator

Project Excel
Southeastern Massachusetts University
North Dartmouth, Massachusetts 02747
Phone: Area code 617, 999-8889 or 999-8036
The general University phone number is 999-8000

The dissemination of Project Excel to other colleges and universities is supported by a grant (1982-84) to SMU from the Fund for the Improvement of Post-Secondary Education. This manual and other dissemination materials are paid for by the grant and are not printed or distributed at expense to the Commonwealth of Massachusetts

APPENDIX

Appendix A: About Southeastern Massachusetts University

Appendix B: Adopter Contract

Appendix C: Brochure and Logo

Appendix D: Evaluation Forms
  - Form A: Interest Survey
  - Form B: Information Survey
  - Form C: Student Evaluation
  - Form D: Evaluation of Program
  - "D Formed"; Student Designed Evaluation
  - Form E: Classroom Teacher Form
  - Form F: Problem Solving Pre/Post Test
  - Form G: Student Survey Form
  - Form H: Mini-Course Evaluation
  - Form I: 3rd Year Follow-up

Appendix E: Sample Letter and Guidelines

APPENDIX A

About Southeastern Massachusetts University

Southeastern Massachusetts University in North Dartmouth is a publicly supported institution which combines the traditional advantages of a liberal arts college with the range and scope of a university.

SMU officially became a university in 1969. However, it traces its history to 1895 when Bradford Durfee College of Technology in Fall River and New Bedford Institute of Technology were founded. It was from the consolidation of these two institutions that the present university was formed.

In some ways, SMU is a typical New England university in a typical New England pastoral setting; however, its jutting, cantilever cement balconies and buildings, designed by Paul Rudolph, contrast starkly with the woods, fields and ponds of the 712-acre campus. As a consequence, SMU combines a comfortable ambience of country college with the visage of a modern university. Past the old farm stone fences that frame the entrance to the campus, you can bicycle down country roads a few miles to enjoy the Atlantic Ocean surf. Or you can drive easily into urban America, to the nearby cities of New Bedford, Fall River, and Providence. Boston is only an hour away.

More important than the site or the buildings, however, are the people and spirit which infuse the place. At SMU a sense of service to region and to community combines with an open and supporting administration to produce creative programs such as Project Excel. This Project is serving our region well. Through dissemination we hope it can serve a larger range of high school students through other colleges and universities.

The Chief Officers of Southeastern Massachusetts University are:

Donald E. Walker
President

L. Bryce Andersen
Interim Dean of Faculty, and
Dean of the College of Engineering

William C. Wild, Jr.
Dean of Administration

Celestino D. Macedo
Dean of Students

James C. Murphy
Treasurer

Tish Dace
Dean of the College of Arts and Sciences

Janet L. Freedman
Dean of Library Services

Barbara H. Noel
Dean of the College of Visual and Performing Arts

Joyce Y. Passos
Dean of the College of Nursing, and
Acting Dean of Continuing Studies and Special Programs

Richard J. Ward
Dean of the College of Business and Industry

Appendix B

Adopter Agreement

Project Excel
Southeastern Massachusetts University
North Dartmouth, Massachusetts 02747

ADOPTER AGREEMENT

This document is to serve as an agreement between Project Excel of Southeastern Massachusetts University and ________________________________(adopter site) for the following services and materials in accordance with the Fund for the Improvement of Post-Secondary Education dissemination grant. (Excel: A bridge for tomorrow's leaders/ FIPSE grant # G008201418)

I. Adopting College Identifying Information

Address:

On-Campus Excel Coordinator:

Telephone:

List of other Staff or Faculty Directly Involved:

II. Services to be Provided by Project Excel (Dissemination Office)

1. Provide___hours in-service training for university staff and faculty on the process of implementing Project Excel.

2. Prepare, plan and provide all necessary in-service materials for two 1-day workshops for staff and faculty and for participating school personnel.

3. Prepare in-service training manual for university and school staff for distrubution within the adopting institution(s).

4. Write a summary report with the campus coordination based on adopter site implementation of Project Excel.

III. Criteria to be met by the (Adopter Site)

To be eligible for the training and consultant services of Project Excel, the (adopter site) agrees to do the following:

1. Support the in-service workshops by recruiting staff and other participants, providing space and other appropriate support.

2. Agree to develop Project Excel (using that name and the logo) on the adopter site campus following the guidelines specified by the Southeastern Massachusetts University Project Excel model as outlined in the dissemination flyer (and implementation manual)

The adopting college/university will include in its' general flyer or publication attribution to SMU, such as "The model of Project Excel was originally developed at Southeastern Massachusetts University in 1980-83."

3. Provide to the Southeastern Massachusetts University, Project Excel dissemination office all appropriate documentation of the on-going campus program, of program evaluations and other materials and to cooperate as appropriate in the outside validation of the on-campus effort, such documentation to be provided during the first 2 years of implementation.

IV. Cost

The following elements are committed by the dissemination office to fulfill the terms of this agreement:

In-service training and other technical assistance (6days), Project Excel curriculum and other support materials, transportation and other expenses of the dissemination technical assistance staff.

The cost of these will be borne by the FIPSE dissemination grant to Southeastern Masschusetts University.

V. Payment

See above, only on the approval of the grant Project Director.

VI. All On-Campus Excel Implementation Costs will be Borne by the Host Campus

VII. Termination

While entering into this agreement is a good faith pledge to cooperate in implementing Project Excel on the adopter campus as a permanent program and the assistance specified will be available to Agust 1984, this contract may be terminated by either party at any time provided a 30-day notice of termination is given.

For the Adopting College or University:

Approved by:

____________________________ ____________
President or Designee Date

Name typed: ____________________________

____________________________ ____________
Adopter Site Project Excel Director Date

Name and Title typed: ____________________________

For Southeastern Massachusetts University:

____________________________ ____________
Donald E. Walker, President Date

____________________________ ____________
Robert Lewis Piper, Project Excel Director Date

____________________________ ____________
Judith Grunbaum, Dissemination Coordinator Date

Appendix C

Brochure and Logo

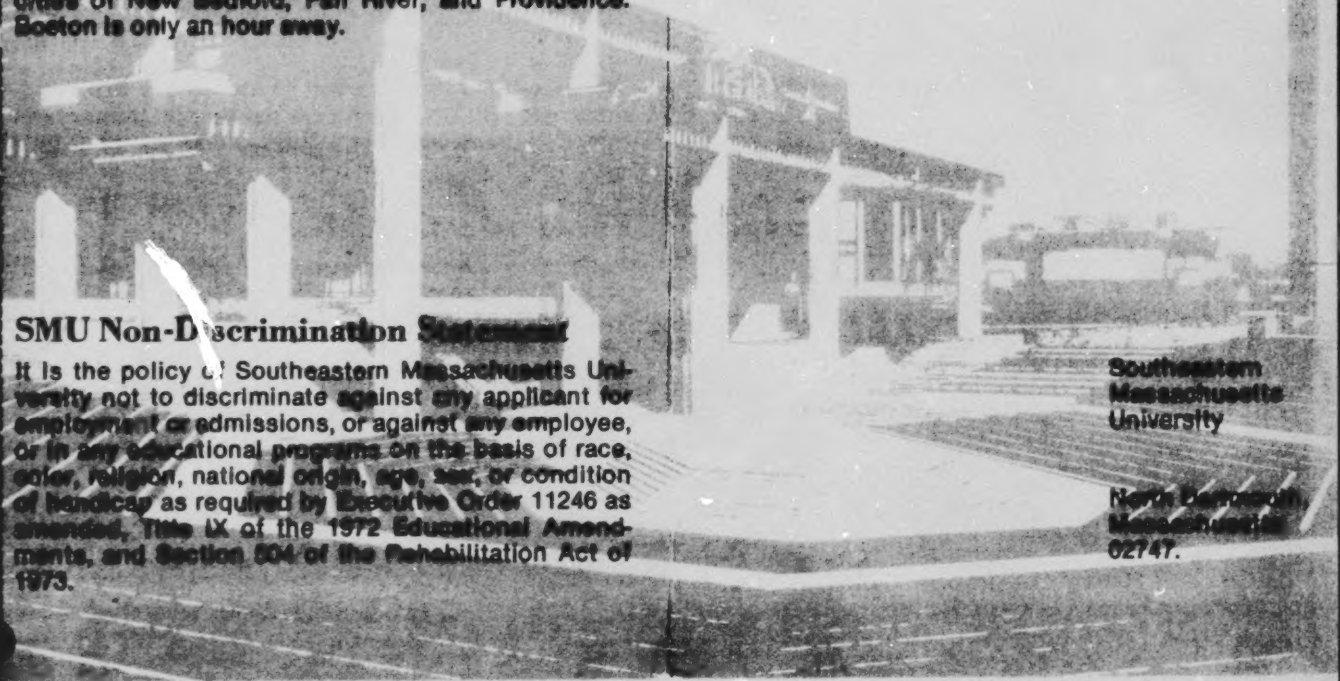
About Southeastern Massachusetts University

Southeastern Massachusetts University is a publicly supported institution which combines the traditional advantages of a liberal arts college with the range and scope of a university.

SMU officially became a university in 1969. However, it traces its history to 1895 when Bradford Durfee College of Technology in Fall River and New Bedford Institute of Technology were founded. It was from the consolidation of these two institutions that the present university was founded.

SMU appears as an atypical New England university in a typical New England pastoral setting. Its jutting, cantilever cement balconies and buildings; designed by Paul Rudolph, contrast starkly with the woods, fields, and ponds of the 712-acre campus. SMU was chosen by Architectural Record magazine as one of the three best integrated campuses in the nation.

SMU is a comfortable blend of country college and urban university. Past the old farm stone fences that frame the entrance to the campus, you can bicycle down country roads a few miles to enjoy Atlantic Ocean surf. Or you can drive easily to the nearby cities of New Bedford, Fall River, and Providence. Boston is only an hour away.



SMU Non-Discrimination Statement

It is the policy of Southeastern Massachusetts University not to discriminate against any applicant for employment or admissions, or against any employee, or in any educational programs on the basis of race, color, religion, national origin, age, sex, or condition of handicap as required by Executive Order 11246 as amended, Title IX of the 1972 Educational Amendments, and Section 504 of the Rehabilitation Act of 1973.

An invitation
to establish

Project excel

a university based model enrichment program for gifted and talented high school students.

Southeastern
Massachusetts
University

North Dartmouth,
Massachusetts
02747.

Project

excel

A Bridge into College

Project Excel at Southeastern Massachusetts University is an enrichment program which provides a bridge into higher education for gifted and talented high school students. The curriculum is designed to introduce high potential 10th and 11th graders to the larger realm of creative intellect, artistic endeavor and social consciousness. Begun in the Fall of 1980, it is now a proven model which has successfully served over 230 students from twelve high schools in the southeastern Massachusetts area.

A Process of Discovery

Project Excel does not offer the participants advanced work in specialized areas; the emphasis is not on developing a particular skill or on rote learning. Rather, Excel is based on the idea that education is a process of discovery. The program is designed to encourage analysis of conflicting information and the integration of scientific, aesthetic, and moral concepts. It is through the use of critical intellectual processes that great discoveries and innovations are made in all fields of human endeavor, in the arts and sciences, and in the social sciences and humanities.

A Weekly Program for the Academic Year

The schedule for Project Excel follows the University's academic calendar with distinct but integrated Fall semester and Spring semester programs which explore a year-long, unifying concept or theme. In both semesters the participating students meet on Tuesdays from 3:00-5:30 p.m.

During the first semester the students are exposed to creative thinkers and activists from various fields through discussion, debate and presentation. Guest speakers are drawn from the traditional academic disciplines, from the arts, from political action and from community service. For example, a presentation by Professor Robert McCabe of the Mathematics Department at SMU dealt with the concept of infinities, on how to measure both large and small infinities, and how the measuring of infinity is related to an analysis of the movies, "The Deer Hunter" and "Bambie".

To take another example, Dr. George Wald, a Nobel Prize Laureate, traced the development of his research interests in biochemistry and how this personal development led him to political action. The Commanding Officer of Fort Devens, Colonel Katter, affirmed his personal commitment to serve his country through military service. Judy Chicago, a feminist artist, described the creation of her note work, "The Dinner Party". Members of the Trinit Square Repertory Theatre Company performed f the students, and then discussed how they bui tension and conflict into the characters they we portraying.

During the Fall semester these stimulating presentations are followed by question and answer periods and small group discussions led by experienced group leaders. In the Spring semester the curriculum shifts slightly. The participants attend two five-week short seminars on specialized topics lead by university faculty members and by qualified people in the community. The seminars are based on an interest survey of the students and are integrated with the theme for the year.

The topics have ranged from "three revolutions and their revolutionaries," to exploring the "black holes" in the universe. During the Fall and Spring semesters general group sessions are scheduled which have as their goal a synthesizing, broad reach across the organizing topic for the year.

Active Participation

The students explore the central theme in various ways by active participation. This may be by engaging in the question and answer periods, by challenging peers in small group discussion, by developing an individual or group presentation to the total enrollment, or by joining a single faculty member in research or creative endeavor.

Excel Goals

The goals for Project Excel are several.

First, a primary goal is to expose the gifted and talented participating students to challenging learning experiences unlike others they have had in the typical high school setting.

Second, the Project attempts to encourage these emerging adults to identify and participate actively in the larger world of intellectual thought, creativity and action, in a university setting.

Third, the next goal is to help each student develop analytical and conceptual skills.

Fourth, the Project poses moral issues and helps the participants shape responsible responses to these issues within the value system of each.

In pursuing these goals, students are encouraged to begin to consider a wider range of intellectual and career options which they might pursue through the host college or university or other colleges and universities; thereby, the Project serves as a recruitment link as well as an intellectual bridge between higher education institutions and emerging high potential secondary school students.

The university is an ideal setting for encouraging the open growth of these young minds and youthful spirits. Through the utilization of its rich faculty and physical resources and through the engagement of regional and national scholars and activists the university is able to focus intense but appropriate challenges within the two and a half to three hours of each weekly session. Furthermore, the students are encouraged to use other university resources including the library, the computer center, the laboratories and even the swimming pool and the snack bar. The purpose is to facilitate the early, even if tentative, integration of these students into college and university life.

Recruitment and Selection of Participants

Within the program guidelines the participating high schools are responsible for recruiting, screening and selecting students who participate in Project Excel. This process takes place in May or June prior to the Fall semester of the Project. Students normally participate in the Project both semesters.

Students selected for Project Excel are individuals who have displayed high potential for leadership and service. This potential may have been demonstrated through standardized test results or may have been expressed in artistic activities, and revealed in qualitative assessment by teachers in participating high schools. Students are sought who are willing to share their ideas, who are willing to take risks, and who are not afraid to dream impossible dreams.

Characteristics of Excel Students are:

Leadership skills
Academic and artistic achievement
Creative approach to problem-solving
Commitment to tasks, and to participating in Excel

These Characteristics are Demonstrated by:

Academic record in the past two years
Creative and artistic activities
Community service, and by
Recommendations of teachers, guidance counselor, principal, parents, and peers, and by
Self-nomination and self-assessment

Self-Sustaining Model

A primary strength of the Project is that it is fiscally self-sustaining, thereby helping to assure stability and continuity. It rests on the modest but critical support of the host university and on the payment of tuition by cooperating school districts or participating students. About half of the school districts have paid the $109. per participant per semester tuition, and half have asked the participating students to share payment. Districts have provided other types of student support; transportation on Tuesday afternoons is the most common. Project Excel has needed no outside grant support and it will not need grant support when made operational on other college or university campuses. This self-sustaining feature helps assure that Project Excel can continue indefinitely on any college or university campus.

Dissemination·

An Invitation to Universities and Colleges

Through a grant from the Fund for the Improvement of Post-Secondary Education (FIPSE), the Excel staff will provide assistance to universities and colleges seeking to develop a higher education entry program for the most promising of society's emerging leaders.

Technical support will be extended via:

- Regional, state, and campus workshops
- Materials package outlining step-by-step procedures for setting up an Excel program
- Slide-tape presentations
- Presentations at professional meetings, and publications

In-depth training will be extended to colleges and universities through campus consultations and workshops for university administrators and staff, and to potential high schools via presentations to local school committees, superintendents, and staff.

The success of the SMU model as a financially self-sustaining program for the gifted and talented will be shared within the larger Gifted and Talented educational network, through publications, at national conferences, and through occasional technical assistance outside the New England region.

As interest is expressed in the Project, an adopter contract will be drawn, specifying the resources the host campus will pledge to implement the Project, indicating commitments of area high schools, and providing a time line for implementation on each campus.

We would like to invite you to review the Excel program. We will be happy to assist you in shaping the model to the needs of your educational community.

For More Information

Colleges and universities, school systems, and state educational agencies interested in learning more about Project Excel as a model program for their campus should contact:

Robert Lewis Piper	or	**Judith Grunbaum**
Project Director		Dissemination Coordinator

Project Excel
Southeastern Massachusetts University
North Dartmouth, Massachusetts 02747
Phone: Area code 617, 999-8899 Project Office
617, 999-8000 University

Appendix D

Evaluation Forms

Form A (Fall 82)

PROJECT EXCEL INTEREST SURVEY

This survey is being given to all participants in Project Excel. Do not write your name on the form but be sure to fill in your group letter. The questions should be answered thoughtfully and individually; you may want to take a few days to complete the survey. Please keep in mind that the "correct" answer is that which comes personally from you. If a particular question doesn't seem to mean anything to you, skip it.

Group: ______________________

1. In my free time I like to ______________________ most of all.
2. The one thing I would really like to learn to do is ______________________.
3. I am most happy when I ______________________.
4. I am most bored by ______________________.
5. My favorite subject in school is ______________________.
6. My favorite activity in school is ______________________.
7. An issue I feel very strongly about is ______________________.
8. Something I could teach someone else is ______________________.
9. One of my greatest accomplishments is ______________________.
10. On an average, how many hours do you read per week? _____
11. What kind of car would you own? ______________________
12. What was the best movie that you have ever seen? Why? ______________________
13. List some things that you have collected or are collecting. ______________________
14. If someone gave you $1,000 to spend as you like within a seven day period, what would you spend it on? Make a list in order of preference. ______________________

Continued...

15. If you were a subject in an experiment where you would be isolated in a subterranean cavern for a month, what ten things would you take with you? You don't have to be concerned about a hostile environment. Your basic needs will be taken care of for you (i.e. heat, food, light, clothing, etc.) ______________________________

____

16. If you were going to write a book, what would it be about? ____

17. The person I would most like to meet is ______________ because ____.

18. What is your favorite book? __________________________ Why? ____

19. If you could invite any person in the world to be a teacher in Project Excel, who would you invite?

____

20. A new time machine has been invented that will allow famous persons from the past to come back to life for a short period of time. If you could invite one of these persons to give a talk to your class who would you invite?

____

21. What qualities do you look for in:

A. a friend ____________________________________

B. a teacher ___________________________________

22. List below five questions which you would like the answers to or which you think are very interesting.

____

____

____

____

____

Additional comments or questions:

Form B (Fall 82)

PROJECT EXCEL
STUDENT INFORMATION INVENTORY

This questionnaire is designed to gather demographic information about the participants in Project Excel. This information will help us see what similarities and differences exist in the entire group of students so that we can plan and evaluate the program more effectively. No individual questionnaire will be published for any purpose. We realize that some of the questions may be difficult to answer but please do the best you can. You will not be placed in a group or assigned to an activity because of your answers to these questions. Thank you for your cooperation.

1. Grade ________ 2. Age _______ 3. Sex: M_____ F_____

4. How long have you lived in southeastern Massachusetts?

____

5. Have you lived outside New England? Yes____ No____

6. Have you lived outside the United States? Yes____ No____

7. What are the three favorite places you have visited outside of New England?

________________ ________________ ________________

8. What are your plans upon completion of high school? (Check any that apply.)

_____College
What would you like to study? ___________________
_____Technical School
What would you like to study? ___________________
_____Work
What would you like to do? ______________________
_____Travel
Where would you like to go? _____________________

9. In what extra-curricular activities do you participate?

A. Related to school ________________________________

B. Not related to school ____________________________

10. Have you ever participated in a program like Project Excel? Yes____ No____ If so, will you briefly describe it?

____

____

Continued...

11. Why have you come to Project Excel? (Rank order 1-10; 1 = first, 10 = last)

__________to see what college is like.

__________to be with other students like myself.

__________to become aware of different ideas.

__________to help me decide what I want to do after high school

__________to share my ideas

__________to become more self-confident

__________to experience something new

__________because my parents think I should

__________because my teacher or counselor think I should

__________to use university resources (library, computers, professors)

12. What questions about Project Excel would you like answered?

____

____

____

Form C (Fall 82)

PROJECT EXCEL
STUDENT EVALUATION OF FALL SEMESTER

I. Presentations

The Fall presentations were designed to present to you in an interesting way new ideas related to the theme of DISCOVERY, the force responsible for progress both in our individual lives and in society at large. In order to demonstrate this theme, a series of speakers from various walks of life who have been involved in exploration and discovery will give presentations to program participants. Please rank the presentations with these criteria in mind. (1- not interesting to 4 - very interesting)

1.____ September 21: Orientation
2.____ September 28: Group Process: Seminar Process/ Negotiations
3.____ October 5: Group Process: New Games
4.____ October 12: Rediscovery of Talent after Tragedy
5.____ October 19: Social-Sexual Barriers to Self-Discovery
6.____ October 26: Creative Discovery in Business
7.____ November 3: Self-Expression through Drama
8.____ November 9: Creative Computer Application: A Unique Example
9.____ November 16: The Discovery of Talent: A Personal Example
10.____ November 23: Systematic Discovery: The Libary as Resource
11.____ November 30: Technology as a Barrier to Discovery
12.____ December 7: Critical Thinking: Demonstration and Exercise
13.____ December 14: Participant/ Group Presentations

II. Seminar Groups

The small groups were designed to encourage discussions about the ideas presented by the speakers and issues in your own life. Please evaluate the overall effectiveness of the seminar group time by rating the following factors which are important to the effectiveness of these groups. Rate the group time on each of the factors by checking one of the spaces at the right of each statement. Use what you would consider the ideal seminar group as a standard of excellence in making your decision. Be sure to add any helpful comment you have about each factor.

*If the program was EXTREMELY POOR with respect to the factor, check space 1.

*If the program was BELOW AVERAGE with respect to the factor, check space 2.

If the program was ACCEPTABLE with respect to the factor, check space 3.

If the program was ABOVE AVERAGE with respect to the factor, check space 4.

If the program was EXCELLENT with respect to the factor, check space 5.

*IF YOU RATE ANY ITEM 1 OR 2, PLEASE EXPLAIN WHY.

	Extremely Poor	Below Average	Acceptable	Above Average	Excellent
1. Size of group Comment:________________________________ ____	1__	2__	3__	4__	5__
2. Make-up of the group Comment:________________________________ ____	1__	2__	3__	4__	5__
3. Group leader (senior) rapport with group members Comment:________________________________ ____	1__	2__	3__	4__	5__
4. Suitability of meeting place for seminar group Comment:________________________________ ____	1__	2__	3__	4__	5__
5. Group leader (adult) ability to include everyone in discussion Comment:________________________________ ____	1__	2__	3__	4__	5__
6. Group leader (adult) ability to keep discussion moving Comment:________________________________ ____	1__	2__	3__	4__	5__
7. Group leader (adult) rapport with group members Comment:________________________________ ____	1__	2__	3__	4__	5__
8. Group leader (senior) ability to keep discussion moving Comment:________________________________ ____	1__	2__	3__	4__	5__
9. Group leader (senior) ability to include everyone in discussion Comment:________________________________ ____	1__	2__	3__	4__	5__
10. Suitability of length of time for discussion Comment:________________________________ ____	1__	2__	3__	4__	5__

	Extremely Poor	Below Average	Acceptable	Above Average	Excellent
11. Usefulness of seminar group in understanding the ideas presented Comment:______________________________ ______________________________	1__	2__	3__	4__	5__
12. Usefulness of seminar group in discussing issues related to my life Comment:______________________________ ______________________________	1__	2__	3__	4__	5__

III. Personal Growth

Project Excel is designed to help you grow in specific areas. Please think of yourself when the program began as compared with how you are now. Rate how much Project Excel has changed you in each area. Add comments if you have any.

1 = Project Excel has had no effect on me in this area.

2 = Project Excel has had some effect on me in this area.

3 = Project Excel has had quite a lot of effect on me in this area.

4 = Project Excel has had a tremendous effect on me in this area.

	No Effect	Some Effect	A lot of Effect	Tremendous Effect
1. Enjoyment of learning for learning's sake Comment:______________________________ ______________________________	1__	2__	3__	4__
2. Deciding what to do after high school Comment:______________________________ ______________________________	1__	2__	3__	4__
3. Deciding on a college major Comment:______________________________ ______________________________	1__	2__	3__	4__
4. Understanding what college is all about Comment:______________________________ ______________________________	1__	2__	3__	4__

No Effect | Some Effect | A Lot of Effect | Tremendous Effect

5. Being able to really listen to other's ideas
Comment:____________________________________ 1__ 2__ 3__ 4__
____

6. Being able to express my own ideas clearly
Comment:____________________________________ 1__ 2__ 3__ 4__
____

7. Being able to see different sides of an issue
Comment:____________________________________ 1__ 2__ 3__ 4__
____

8. Being able to see how several people can combine ideas to create a new idea
Comment:____________________________________ 1__ 2__ 3__ 4__
____

9. Being able to see all sides of an issue and come to a personal decision about it
Comment:____________________________________ 1__ 2__ 3__ 4__
____

10. Becoming more open-minded
Comment:____________________________________ 1__ 2__ 3__ 4__
____

11. Recognizing similarities between myself and students who seem to be quite different
Comment:____________________________________ 1__ 2__ 3__ 4__
____

12. Appreciating differences between myself and others
Comment:____________________________________ 1__ 2__ 3__ 4__
____

13. Becoming aware of new ideas and issues
Comment:____________________________________ 1__ 2__ 3__ 4__
____

14. Becoming more self-confident
Comment:____________________________________ 1__ 2__ 3__ 4__
____

IV. Evaluation of Total Program

Please give us your impression of the total program by rating on the following "semantic differential" scale. Here is how you use the scales:

If you feel a particular concept is very much like one end of the scale, you should place your check mark as follows:

PLEASANT __X__ :____ :____ :____ :____ :____ :____ :UNPLEASANT
1 2 3 4 5 6 7

PLEASANT ____ :____ :____ :____ :____ :____ :__X__ :UNPLEASANT
1 2 3 4 5 6 7

If you feel a particular concept is quite closely like one or the other end of the scale (but not extremely), you should place your check mark as follows;

RUGGED ____ :__X__ :____ :____ :____ :____ :____ :DELICATE
1 2 3 4 5 6 7

RUGGED ____ :____ :____ :____ :____ :__X__ :____ :DELICATE
1 2 3 4 5 6 7

If you feel a particular concept is only slightly like one side as opposed to the other side (but is not really neutral), then you should check as follows:

SHARP ____ :____ :__X__ :____ :____ :____ :____ :DULL
1 2 3 4 5 6 7

SHARP ____ :____ :____ :____ :__X__ :____ :____ :DULL
1 2 3 5 5 6 7

If you consider the concept to be neutral on the scale (both sides of the scale equally associated with the concept) or if the scale is completely irrelevant (unrelated to the concept), then you should place your check mark in the middle spaces:

HAPPY ____ :____ :____ :__X__ :____ :____ :____ :SAD
1 2 3 4 5 6 7

The direction toward which you check, of course, depends upon which of the two ends of the scale best describes your feeling about each concept.

Do not worry or puzzle over any one scale. It is your first impression, your immediate feeling about each concept that we want. On the other hand, please do not be careless, because we want your true impressions. Do not try to remember how you checked similar items earlier in the scale. MAKE EACH ITEM A SEPARATE AND INDEPENDENT JUDGEMENT.

Remember, you are judging the program as you see it-not what we think or what others think.

IMPORTANT: (1) Place your check marks in the middle of the spaces, not on the boundries ____ ;__X__ ;____ :____ :____ X:\____ :____
THIS NOT THIS

(2) BE SURE TO CHECK EVERY SCALE: DO NOT OMIT ANY.

(3) NEVER PUT MORE THAN ONE CHECK MARK ON A SINGLE SCALE.

PROJECT EXCEL

LARGE	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:SMALL
UNPLEASANT	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:PLEASANT
FAST	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:SLOW
DULL	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:SHARP
THIN	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:THICK
HAPPY	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:SAD
WEAK	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:STRONG
GOOD	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:BAD
MOVING	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:STILL
UNFAIR	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:FAIR
PASSIVE	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:ACTIVE
HEAVY	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:LIGHT

From: Payne, D.A. Evaluation of the State of Georgia's Governor's Honors Program Athens: University of Georgia, 1972.

Fall, 1981

PROJECT EXCEL

Evaluation Summary

The following is a summary of the results of questionnaires submitted by 55/90 students who attended the Fall semester of Project Excel. The Fall program consisted of a series of speakers who demonstrate a "life of commitment" through their work. The students met in small groups after listening to each speaker to discuss their reactions with trained group leaders who guided the discussions. At the end of the semester, the students presented group projects which illustrated their Project Excel experiences.

I. PROJECT GOALS

a. How challenging were the ideas presented?

1.	Not Challenging	5%
2.	---------------	28%
3.	---------------	67%
4.	Very Challenging	5%

b. How much were you able to use the university resources?

1.	Not Much	54%
2.	--------	32%
3.	--------	5%
4.	Very Much	7%

c. How much did you change/grow?

1.	Not Much	18%
2.	--------	42%
3.	--------	32%
4.	Very Much	7%

d. How well were your personal goals met?

1.	Not Well	5%
2.	--------	27%
3.	--------	48%
4.	Very Well	7%

Many students commented that they did not bring personal expectations to Excel and were, therefore, neither disappointed nor totally satisfied.

e. How different was Excel from high school classes?

1.	Not Very Different	0%
2.	-----------------	2%
3.	-----------------	18%
4.	Very Different	80%

COMMENTS:

"The topics covered aren't covered in high school classes, and the lectures were more open."

"You're treated like people; I didn't feel people were condescending to me."

"For the most part classes are taking notes and studying."

"The interaction between the speaker and student was very different. The speaker seemed to respect the opinion of the student more than a teacher."

"I enjoyed it more because we did things that you were not tested on, and you learned because you wanted to."

"There was more participation by the student. Group leaders and advisors were more concerned and enthusiastic."

"More freedom to learn what interests you rather than learning what you have to."

"Students were allowed more participation than in a regular classroom situation. Students' ideas counted."

"We usually don't have people speak to us to begin with never mind discussing the person's ideas afterwards."

"You really got to participate and voice your opinions. You couldn't do that in school."

II. PRESENTATIONS

On a scale of 1-10 (1=low: 10=High), the presentations were ranked as follows:

		Score
1.	Carol Hurst (Storyteller)	421
2.	Group Projects Presentations	381
3.	Colonel Katter (Commander/Fort Devans)	350
4.	Group Projects Planning Day	293
5.	Richard Kneeland (Actor/Trinty Square)	284

		Score
6.	Nancy Ryan (Director/Women's Center/ Feminist)	270
7.	Georgia O'Keefe(Artist)	252
8.	John Bullard(Director/Community Revitalizing Project)	216
9.	Milton Young/Ham Brush (Counselors/Communication)	212
10.	Lowry Burgess (Artist)	206
11.	Terry Goldberg (Activist)	141

III. GROUP DISCUSSION

a. How much did your confidence to speak in front of a group improve?

1. Not At All 11%
2. ---------- 40%
3. ---------- 34%
4. A lot 11%

b. Suggestions for group leaders.

"The converstions shouldn't be so heavy; we should have more humor to help put us at ease and speak more freely."

"Our group leader was really great; no criticisms."

"A bit more humor. Otherwise, my group leader was great. She tried to get a nervous bunch of students comfortable and easy."

"I think my group leader did an excellent job and was really able to relate to the students."

"We shouldn't discuss only the person but whatever comes to mind if it branches off from the discussion."

"Group leaders should keep a structure to the conversation but should not be really involved in the discussion except to give 'controversy' to the issue."

"I liked our group leader. She tried to get the group going. Our group really didn't want to do too much."

IV. GENERAL OPINION

a. How highly would you reccomend Excel to friends?

1. Wouldn't Recommend 0%

2. --------------- 6%
3. --------------- 38%
4. Highly Recommend 45%

COMMENTS

"I think the students should be screened so only those who truly want to attend have the opportunity."

"I think it depends on the student and the student's interest whether or not he or she enjoys the program. Only a few of the topics discussed were really interesting. All in all, I think it was as academically advanced as it is made out to be."

"I believe it is an excellent program and that it should be even more advertised to students in their sophomore and junior years. I especially liked the group discussions."

"I feel Project Excel is a valuable learning experience for those interested in learning about group discussion, getting over their shyness, and sharing and debating ideas with others of comparable intelligence and motivation."

"It is not for everyone."

"I enjoyed it very much. I think there could have been a larger variety of people."

"Project Excel is well organized."

"It was very interesting at times, but getting involved is when you really get something out of it. Getting the kids motivated would help get more of them to participate in the discussions."

"I think I was very happy with what Excel helped me to understand. Now I really know what is meant by a committed life."

"I feel that Project Excel is an invaluable experience and something that should help me survive at college."

"Project Excel, I feel, is a remarkable program, giving the students an opportunity to hear from important people and meet new people."

"I feel it is a very good program - one that helped me. I liked the way the leaders and speakers treated us. It was with respect."

"I feel that Project Excel has helped me to broaden my horizons. I enjoyed listening to guest speakers for my own benefit and not for the benefit of teachers giving tests."

"Project Excel might be made better if the choosing process for students was better defined. Some of the students, I don't think, were really here getting much out of it. Some were here solely for the purpose of being able to write "Excel" on their record. Also, I feel that more emphasis should be placed on getting to know people from OTHER schools rather than always staying with friends from your own school."

Form D (Fall 82)

PROJECT EXCEL
Southeastern Massachusetts University

Evaluation of Program for week of ________________1982/83

Print your name____________________________________

Group letter_________

1. How would you rate this week's presentation or program as a whole?

   ______Excellent ______Good ______Fair ______Poor

2. How would you rate the guest presenter or the staff program?

   ______Excellent ______Good ______Fair ______Poor

3. What is your overall evaluation of hand-out materials, audio-visual aids, etc., if any?

   ______Excellent ______Good ______Fair ______Poor

   ______None used

4. How would you rate your discussion group session in relationship to the presentation or purpose for this week?

   ______Excellent ______Good ______Fair ______Poor

5. What aspects of the program, if any, did you find especially interesting?

   ____

   ____

   ____

6. What changes, if any, would you recommend if this program is repeated?

   ____

   ____

   ____

   ____

   ____

D FORMED

PROJECT REPEL
Southeastern Massachusetts Sanitarium

Evaluation for Program for century of ___________A.D.

Print your alias ______________________________

Social Security Number ________________________

1. How poorly would you rate this century's presentation as a half?

_____Grody _____Gag me with a spoon _____Barf out

_____Bag your face'!!

2. How would you rate the way you presented yourself to the guest?

_____Excellent _____Good _____Fair _____Bag my face!!!

3. What is your underall evaluation of hand-in materials, edible-visual aids, etc., if any?

_____Excellent _____Good _____Fair _____Poor

_____None used

4. How would you rate your relationship with your group?

____Excellent ____Good ____Fair ____Poor ____Kinky

5. What aspects of the program did you find especially boring?

____

____

____

6. What changes would you recommend if this program is omitted?

____

____

____

Form E

Project Excel Survey

Classroom Teacher Form

1. How many of your students attend Project Excel? ______

2. After your students have attended Project Excel sessions do they communicate with you what they have discussed/ done in the session?

   Yes______ No______ Occasionally______

3. Do you feel that your students who attend Project Excel have been exposed to learning experiences unlike those they would have had in a typical high school setting?

   Yes______ No______ Not sure______

4. If "yes" to 3, please give (an) example(s) of these learning experiences.

   ____

   ____

   ____

5. Have you noticed positive changes in your Project Excel students which you would attribute to Project Excel?

   Yes______ No______ Not sure______

6. If "yes" to 5, please give (an) example(s) of these positive changes.

   ____

   ____

   ____

Form F
EAS - P.S. 1

Project Excel

Problem Solving

1. The same five letters can be rearranged to make two different words that will complete the following sentences:

   "Fortunately," Sally _ _ _ _ _," my child keeps everything, including pennies. She's a real _ _ _ _ _."

2. Rearranged, the following letters will spell a word. Give its opposite.

   MPTIOCITIS ______________

3. Joe is N years old. His brother Al is N^2 years old. In 8 years Al will be twice as old as Joe is then. How old is Al now?

   ____

4. Divide 30 by ½ and add 10. What is your answer? ______

5. Two men were playing checkers. They each played five games and they each won the same number of games. Please explain how.

   ____

   ____

   ____

6. If you had one match and entered a room in which there was a kerosene lamp, an oil burner heater and a wood stove, which would you light first?

   ____

7. By simply adding one line, make the following into a 6:

   IX ________

8. A pen costs $1 more than an eraser. The two together cost $1.10. How much does the eraser cost?

   ____

Continued...

9. Write the next three lines in the following pattern.

1 1
1 2 1
1 3 3 1
1 4 6 4 1
1 5 10 10 5 1

____

____

____

10. How many ways can nine books be arranged on a book shelf?

____

11. Place the remaining letters of the alphabet above or below the line, according to some rational process consistent with what is shown.

A EF HI

BCD G

12. A two-volume set of math books is on a shelf in the usual manner, the books upright and side by side. The total thickness of the pages of each volume is 2 inches and the thickness of each cover is 1/8 of an inch. What is the distance between the first page of Volume I and the last page of Volume II in the arrangement on the shelf?

____

13. A king offers a prisoner his freedom if he can choose the only one of three rooms that contains a lady (the other two contain tigers. Each room has a sign on its door and at most one of the signs is true. Here are the three signs. Which room contains a lady?

A TIGER IS IN THIS ROOM	A LADY IS IN THIS ROOM	A TIGER IS IN ROOM II
I	II	III

Form G

Project Excel Survey - Student Form

A primary goal of Project Excel is "to expose the gifted and talented participating students to challenging learning experiences unlike others they have had in the typical high school setting."

Another goal of Project Excel is "to encourage these emerging adults to identify and participate actively in the larger world of intellectual thought, creativity and action in a university setting."

In order to determine how well Project Excel has met these goals we would appreciate it if you would complete these questions.

Thank you for your cooperation.

1. How challenging were the ideas presented to you by the guest speakers?

Not Challenging Very Challenging
1 2 3 4

2. How challenging were the ideas presented to you in the mini-courses?

Not Challenging Very Challenging
1 2 3 4

3. How different has Project Excel been from your high school classes?

Not Different Very Different
1 2 3 4

4. How often did you use a University resource such as the library?

Not Often Very Often
1 2 3 4

5. How often did you use a University resource such as the computer?

Not Often Very Often
1 2 3 4

6. How often did you use a University resource such as the bookstore?

Not Often Very Often

1 2 3 4

7. How often did you use a University resource such as the professors?

Not Often Very Often

1 2 3 4

8. How much do you feel you have grown intellectually as a result of Project Excel?

Not Much Very Much

1 2 3 4

9. How well has Project Excel lived up to your expectations?

Not Well Very Well

1 2 3 4

10. What aspect of Project Excel has been most challenging, intellectually stimulating and/or creative to you?

____

____

____

11. What aspect of Project Excel has been most disappointing to you because of its lack of challenge, intellectual stimulation and/or creativity?

____

____

____

Form H

Project Excel Mini-Course Evaluation Form

MINI-COURSE:
Dates:

1. Please rate the mini-course's purposes according to how much you learned of each of the purposes listed below. Ratings should be on a scale from 1 ("the least") to 5 ("the most").

   STUDENT RATINGS PURPOSES

2. What more do you know about (this subject) than you knew prior to Project Excel? ____________________

   ____

   ____

3. Were the objectives of this mini-course made clear?
   yes_____ no_____ uncertain_____

4. Were the objectives of this mini-course achieved?
   yes_____ no_____ uncertain_____

5. Were the concepts presented in such a way that they were easily understood?
   yes_____ no_____ uncertain_____

6. Were you given sufficient opportunity to ask questions and participate?
   yes_____ no_____ uncertain______

7. Was the content of this mini-course consistent with the course description presented to you at the large group orientation?
   yes_____ no_____ uncertain_____

8. Would you recommend this mini-course to a friend?
   yes_____ no_____ uncertain______

9. If there are any changes which you would recommend to improve this mini-course please list them below.

   ____

   ____

   ____

Form I

To: Excel Class of '80

You were in the first group of gifted and talented 10th and 11th graders in Project Excel here on the SMU campus. Excel is now in its 3rd year with 85 participants from 10 area high schools.

Now we would like your help. We want you to evaluate your own Excel experience to help us make it more stimulating and exciting for next year's participants.

Thank you for your time completing the survey below. Would you mail it back to us in the enclosed stamped, addressed envelope.

- - - - -

1. What college, university or high school are you attending? ______________________________
   If you are not attending, what kind of work are you doing? ______________________________

2. Did Project Excel help to prepare you for college or work? ☐ yes ☐ no ☐ uncertain

2a. If "yes", in what ways did Project Excel help? __________
____

2b. What influence, if any, did your experiences in Excel have on your career choice or choices? ______________
____
____

3. Has your choice of courses in high school or major in college been influenced by your experiences with Project Excel? ☐ yes ☐ no ☐ uncertain

3a. If "yes" were you influenced in a positive way (decided to major in an area because of Project Excel)?
☐ yes ☐ no ☐ uncertain
Influenced in a negative way (decided not to major in an area because of Project Excel)? ☐ yes ☐ no

4. Which speaker(s) and mini-course(s) in Project Excel had the greatest impact on you?
Speaker(s) ______________________________________

Mini-course(s) ______________________________________

Continued...

5. Please respond to the following statements by checking the appropriate space.
(NO EFFECT = 1, MINIMAL EFFECT = 2, SOME EFFECT = 3, GREAT EFFECT = 4)

a. Project Excel improved my ability to express my own ideas clearly. 1___ 2___ 3___ 4___
b. Project Excel helped me to become open-minded. 1___ 2___ 3___ 4___
c. Project Excel helped me to become more self-confident. 1___ 2___ 3___ 4___

6. What recommendations would you make to improve Project Excel?

____

____

____

____

Appendix E

Sample Letter and Guidelines

Letter to Presenters

Dear ___________________,

I would like to ask you to participate as a speaker in Project Excel, a university program for gifted high school students. Project Excel is a collaborative effort which exposes high school students to the intellectual and physical resources of Southeastern Massachusetts University.

In contrast to accelerated programs which give students advanced work in specialized areas, our curriculum emphasizes the process of learning as a qualitative rather than quantitative effort. We stress the importance of analyzing and synthesizing information because these critical processes lead to great discoveries and innovations. The goal of the program is to show these talented students that the development of their potential lies beyond the ability to accumulate facts.

The theme of Project Excel for the 1981-1982 academic year is "The Committed Life." Commitment to one's chosen course in life requires the engagement of one's total mental and physical being. It is that disciplined quality of character that goes beyond doing a good job to making a difference in the world. Again, we are stressing a quality of mind that is not found in classroom or book learning.

To illustrate this theme, we are asking individuals like yourself, who have shown commitment to their life's work, to talk to Project Excel students. As a guest speaker, we would like you to share your personal views about the committed life (fill in)____________________.

The program will be held on Tuesday afternoons from 3:00-5:30 p.m. from September through December at Southeastern Massachusetts University, which is located 40 minutes south of Boston. Our speakers will make a 60-90 minute presentation to the 230 high school sophomores and juniors. Afterwards, the students will meet in small groups to discuss the presentation.

If you are interested in participating in Project Excel or would like more information about the program, please contact me at (617) 999-8036 or 999-8889. At that time, we can discuss the honorarium to be provided and your availability.

Sincerely,

Fall 1983

GUIDELINES FOR MINI-COURSE INSTRUCTORS

Introduction:

Mini-courses are offered to small groups of Excel students on an elective basis. Average group size is from 8 to 15. Each mini-course consists of five meetings lasting 2½ hours (3:00-5:30), including a short break period.

Project Excel views the mini-course program as a unique opportunity for both students and instructors. It affords instructors the luxury of presenting topics within their areas of interest and competence to small groups of discovery-oriented students who have evidenced an interest in that topic. Add to this the fact that mini-course interactions can take place in an open and informal setting, and the opportunity for mutual student-instructor growth and satisfaction becomes obvious. Our experience has demonstrated that both students and instructors have found the mini-course valuable positive experiences.

Guidelines:

a. Instructors are asked to prepare a brief course description of what they intend to present to their prospective students.
b. Instructors will present a brief oral explanation of their mini-course offering at a large group orientation prior to student course selections. During this introduction, instructors should indicate the general format for the 5 class sessions, describe the experiences that students will encounter, and mention any particuliar requirements or materials needed.
c. Instructors will be presented class list, attendance sheets, teaching stations, and student introductions at the beginning of the cycle. Any course that needs special materials, space requirements, labs, etc., should be negotiated with the Excel staff in advance to insure availability.
d. Instructors are free to choose their instructional activities based upon experience and judgement. The Excel experience is dedicated to discovery, to interaction, and to growth. Instructors should provide a diversity of experiences for their students.

Excel is an enrichment program providing a bridge into college for gifted and talented 10th and 11th graders. The Excel mini-courses are a vehicle whereby effective and talented instructors have been able to offer their considerable skills to interested and talented students. We welcome your participation and hope that you will find it as rewarding for yourself as it will be for your students.

Finally, your contract for this mini-course will confirm times, dates, stipend and payment. Please sign and return the contract as stated in the contract. If the contract is not attached, it will be mailed separately to you.

SMU Non-Discrimination Statement

It is the policy of Southeastern Massachusetts University not to discriminate against any applicant for employment or admissions, or against any employee, or in any educational programs on the basis of race, color, religion, national origin, age, sex, or condition of handicap as required by Executive Order 11246 as amended, Title IX of the 1972 Educational Amendments, and Section 504 of the Rehabilitation Act of 1973.

A WORKSHOP FOR COLLEGE AND UNIVERSITY FACULTY AND ADMINISTRATORS,
on:

PROJECT EXCEL: A MODEL UNIVERSITY-BASED PROGRAM FOR GIFTED AND TALENTED HIGH SCHOOL STUDENTS.

Agenda, Thursday, December 2, 1982

Morning:

9:30-10:00	Coffee and Registration, Slide Presentation.
10:00-10:30	Introduction and Welcome. Ms. Roselyn Frank, Mass. Dept. of Education, Office of Gifted and Talented, Dean Robert L. Piper and Ms. Judith A. Grunbaum, Southeastern Massachusetts University.
10:30-11:45	Small Group Sessions SESSION A: Recruiting and Selecting Students in the High School, Involving Teachers, Counselors, and Administrators, Relating to School Committee and School Budget. Dr. Bart O'Connor, Mr. David Carter, Ms. Joannah Corville. SESSION B: Theme for the Semester Program, Presentations, Small Group Discussions. Mr. Arthur Bennett, Mr. Orin Holmes, Ms. Sandra Montour.
11:45-12:45	Luncheon

Afternoon:

12:45-2:00	SESSION C: Implementing Project on College Campus, Involving Faculty, Linking to High Schools. Dr. Robert Piper, Ms. Judith A. Grunbaum, Mr. Joseph Villa, Ms. Denise Kalicki-Bibeau. SESSION D: Repeat of Session B.
2:00-2:30	Wrap Up: Questions and Answers Project Excel Coordinators, Staff and Students.
2:30-3:00	Final Comments, Scheduling Individual Campus Follow-Up Visits.

The Massachusetts Association for the Advancement of Individual Potential supports activities on behalf of gifted and talented youth in Massachusetts.

MODEL BUDGET

PROJECT EXCEL
Academic Year

PROJECTED INCOME

Fall	90 enrollees @ $109	$9,810
Spring	75 enrollees @ $109(less 10% attrition)	7.357
	TOTAL INCOME	17,167

PROJECTED EXPENSES

Salaries, Stipends:	Project Coordinator Group Leader Coordinator	1,200
Salaries, Stipends:	Group Leaders	
	Fall 9 @ $300	2,700
	Spring 9 @ $100	900
Salaries, Stipends:	Guest Speakers Fall (8) Spring (2) 10 @ $200	2,000
Salaries, Stipends:	Seminar Leaders Spring 6 @ $300. 2 sessions	3,600
Salaries, Stipends:	July Workshop Staff 4 @ $80 6 @ $160	1,280
Salaries, Stipends:	Secretarial	800
Travel		100
Printing		800
Special Supplies and Expenses		200
Office - Admin. Expenses (postage, supplies, phone, parents' reception, staff dinner)		1,000
Indirect Costs (@ 8% project income)		1,373
	TOTAL EXPENSES	15,953
	BALANCE	1,214

Fall 1982

PROJECT EXCEL: Guidelines for Presenters

Project Excel is a collaborative educational effort among Southeastern Massachusetts University and twelve area high schools. The program is designed to provide a bridge into higher education for gifted and talented students by introducing high potential 10th and 11th graders to the larger realm of creative intellect, artistic endeavor, and social consciousness.

Guest speakers help to provide the students with this experience of discovery through exposure to creative thinkers and activists. Project Excel presenters are first of all explorers and discoverers. Success in this role, rather than career accomplishment, is our primary criterion for selection.

Our weekly sessions begin at 3:00 p.m. and end at 5:30 p.m. A format similar to the following is used:

a. Presentation to the large group, 100 participants, in lecture hall (45-60 minutes).
b. Large group question and answer or activity session (15-20 minutes).
c. Soda break (15 minutes).
d. Small group discussion or activity session (approximately 60 minutes). Each small group is made up of 10-12 participants, an adult leader, and a student co-leader.

This format can be rearranged to suit different needs or styles of presentation; just let us know what changes you feel are appropriate. Please also tell us how we can help by arranging A.V. or other special equipment.

We have found in the past that our students seem to enjoy opportunities for active participation.

Could you provide in advance a few discussion statements or questions for use in the small groups after your presentation? If you wished, you could recommend an activity or project for the small groups. We would appreciate your sending any such materials to us at least two weeks in advance so that we can disseminate them to group leaders.

EXCEL GROUP LEADERS

Fall 1982

1. Job description:

   The initial semester of Project Excel provides enrichment programs for its students by scheduling a series of guest speakers. Sessions typically begin with a large group experience attended by all students. At the end of this presentation, students then move into smaller groups to reflect upon and examine the particiular concerns and issues raised by the guest speaker. This small group interaction is facilitated by a group leader.

2. Responsibilities:

   Each group leader is expected to:

   a. attend all regular sessions.

   b. attend a pre-program training session to become familiar with the sequence of presenters and their topics.

   c. review and become familiar with any specific materials or activities that have been planned for small group meetings.

   d. attend to procedural administrative details such as attendence, information gathering and announcements as needed for the group.

   e. attend a brief information and summative meeting at the end of each session.

   f. attend two staff meetings during the semester to review progress.

   g. assist in the implementation of some second semester projects.

3. Statement of purpose:

   The goal of Excel is to provide a medium for discovery, interaction and enrichment for its students. This places a unique demand upon the group leaders in that they facilitate the enrichment process, rather than direct students toward a specific content goal. With this in mind, the following guidelines have been developed.

4. Guidelines:

   a. Some presenters have planned activities that are to be implemented during the small group sessions.

   b. All presentations have certain specific concerns, issues, questions, etc., that have been noted by the staff and have been addressed in the pre-program training sessions. In the absence of planned follow-up activities, it is expected that these issues would normally be the focus of the group leaders' attention in attempting to facilitate student discussion of the speaker's topic.

   c. Because student discovery and interaction is the primary objective of the Excel experience, the group leader must be prepared to allow students to direct the group discussions as much as possible. This requires judgement and discretion on the part of the group leader. In this sense, then, it is the function of the group leader to monitor the quality and quantity of group participation.

   d. Each small group meeting has a range of concerns that could be addressed by participating students. Under normal circumstances, it is the task of the group leader to assist students toward interaction on topics of small group interest that are engendered by each presenter. However, if such an interaction is in process, but not directed toward the day's topic, the project leader is free to allow that interaction to continue. Student interest and discovery is at all times the prime concern of the Excel program.

   e. In conclusion, the group leaders foster and monitor student-directed group communication and growth and use their skills to prevent and diffuse negative, unproductive, or fractional group interactions. GOOD LUCK.

July 26, 1982

GUIDELINES FOR MINI-COURSE INSTRUCTORS

Introduction:

Mini-courses are offered to small groups of Excel students on an elective basis. Average group size is from 8 to 15. Each mini-course consists of five meetings lasting 2½ hours (3:00-5:30), including a short break period.

Project Excel views the mini-course program as a unique opportunity for both students and instructors. It affords instructors the luxury of presenting topics within their areas of interest and competence to small groups of discovery-oriented students who have evidenced an interest in that topic. Add to this the fact that mini-course interactions can take place in an open and informal setting, and the opportunity for mutual student-instructor growth and satisfaction becomes obvious. Our experience has demonstrated that both students and instructors have found the mini-course valuable positive experiences.

Guidelines:

a. Instructors are asked to prepare a brief course description of what they intend to present to their prospective students.
b. Instructors will present a brief oral explanation of their mini-course offering at a large group orientation prior to student course selections. During this introduction, instructors should indicate the general format for the 5 class sessions, describe the experiences that students will encounter, and mention any particuliar requirements or materials needed.
c. Instructors will be presented class list, attendance sheets, teaching stations, and student introductions at the beginning of the cycle. Any course that needs special materials, space requirements, labs, etc., should be negotiated with the Excel staff in advance to insure availability.
d. Instructors are free to choose their instructional activities based upon experience and judgement. The Excel experience is dedicated to discovery, to interaction, and to growth. Instructors should provide a diversity of experiences for their students.

The Excel mini-courses are a vehicle whereby effective and talented instructors have been able to offer their considerable skills to interested and talented students. We welcome your participation and hope that you will find it as rewarding for yourself as it will be for your students.

The Commonwealth of Massachusetts

Southeastern Massachusetts University

North Dartmouth, Massachusetts 02747

DIVISION OF CONTINUING STUDIES

Dear ______________________,

I would like to ask you to participate as a speaker in Project Excel, a university program for gifted high school students. Project Excel is a collaborative effort which exposes high school students to the intellectual and physical resources of Southeastern Massachusetts University.

In contrast to accelerated programs which give students advanced work in specialized areas, our curriculum emphasizes the process of learning as a qualitative rather than quantitative effort. We stress the importance of analyzing and synthesizing information because these critical processes lead to great discoveries and innovations. The goal of the program is to show these talented students that the development of their potential lies beyond the ability to accumulate facts.

The theme of Project Excel for the 1981-1982 academic year is "The Committed Life." Commitment to one's chosen course in life requires the engagement of one's total mental and physical being. It is that disciplined quality of character that goes beyond doing a good job to making a difference in the world. Again, we are stressing a quality of mind that is not found in classroom or book learning.

To illustrate this theme, we are asking individuals like yourself, who have shown commitment to their life's work, to talk to Project Excel students. As a guest speaker, we would like you to share your personal views about the committed life (fill in) ____________________.

The program will be held on Tuesday afternoons from 3:00 - 5:30 p.m. from September through December at Southeastern Massachusetts University, which is located 40 minutes south of Boston. Our speakers will make a 60-90 minute presentation to the 230 high school sophomores and juniors. Afterwards, the students will meet in small groups to discuss the presentation.

If you are interested in participating in Project Excel or would like more information about the program, please contact me at (617) 999-8037. At that time, we can discuss the honorarium to be provided and your availability.

AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Dear Project Excel Participant,

Welcome to Project Excel 1982-1983! We are most happy to have you with us this year and we hope that the program will be challenging, interesting and fun for you.

As you know, Project Excel is a collaborative program which brings the resources of Southeastern Massachusetts University to the needs of high potential high school students. The program content is unique because it moves away from giving students acvanced work in specialized areas; instead, the emphasis is on the process of learning as a qualitative rather than a quantitative effort. We emphasize the ability of the mind to analyze and synthesize information; these critical processes lead to great discoveries and innovations. The goal of the program is to develop thinking skills beyond the ability to accumulate facts easily.

The theme for Project Excel for the 1981-1982 academic year is THE COMMITTED LIFE. Commitment to a chosen course in life requires the engagement of one's total mental and physical being. It is this disciplined quality of character that goes beyond doing a good job to making a difference in the world. Again, we are stressing a quality of mind that is not in classroom or book learning. In order to illustrate this theme, we have asked individuals from various fields who have shown the quality of commitment in their life's work to talk to Project Excel participants about their work and the kind of commitment they give to it. We think the speakers will be stimulating to listen to and hope they will provoke much group discussion.

On the enclosed schedule you will see that there will be group discussions after the speakers' presentations. In order to help us put you into a group we need to have some information about your interests. Please fill out the attached questionnaire and return it to Dean Robert L. Piper/ Continuing Studies/ S.M.U./ N. Dartmouth, Mass. 02747. We also want you to spend some time thinking about what the committed life means. We are asking that you read two books by September 22. They are A Room of One's Own by Virginia Woolfe and Walden and Civil Disobedience by Henry David Thoreau. Both books are available at the Waldenbooks store at the Swansea Mall and the S.M.U. campus bookstore in the student center off parking lot 6.

If you have any questions or problems please feel free to call or write us. We are looking forward to meeting you and your parents on September 22.

Project Excel

Presentation by Professor Jonathan King

Department of Biology, M.I.T.

Recombinant DNA Research and Genetic Engineering:

Some Scientific and Sociological Implications

Recent advances in biomedical science, particularly during the last thirty years, have resulted in the development of a powerful new technology that allows modification of genes of living organisms. This technological development will dramatically affect manufacturing processes, agriculture and medicine, and will therefore impact significantly upon human society. Major questions exist as to how the technology of "genetic engineering" will be used, who will control the application of such technology and what are the dangers it poses for society.

The fundamental features of recombinant DNA research will be described and the principal areas of its application will be discussed.

Topics for discussion could center around the following questions:

1. Who financed the development of genetic engineering technology? (Public funding and the rights of the public sector should be considered.)
2. What are the similarities between the development of genetic engineering in the 1980's and the development of nuclear energy in the 1940's? What are the differences?
3. How are the important decisions now being made that will shape the future use of this technology?
4. At present, who is deciding what kind of genetic maniuplation in humans will be allowable and acceptable?

PROJECT EXCEL
Fall Semester, 1980

SESSION OUTLINE:
Monday, September 15-Orientation, Why Man Creates

THE PROCESS OF CONCEPT DEVELOPMENT
Wednesdays:

September 24	Discovery, The Intuitive Roots of Concept Building Charles Darwin, The Voyage of the Beagle and The Concept of Evolution
October 1	* Discovery Through Observation, Looking at the World Through a Knot-Hole
October 8	Discovery of Scientific "Truth," Human Perception of the Natural World Resource Person: John Russell, Professor of Physics/SMU
October 15	Concepts Whic Change the World-Movable Type Resource Person: Dietmar Winkler, Dean of Visual and Performing Arts/SMU
October 22	Self Discovery, Actualization of the Concept of Self The Dinner Party, Judy Chicago Resource Person: Barbara Jacobskind, Associate Professor of English/ SMU
October 29	Resource Development
November 5	Discovery as Anarchy, Marcel Duchamps Resource Person: Peter London, Professor of Art/SMU
November 12	Concept in Space Resource Person: Dante Vena, Associate Professor of Art/SMU
November 19	Moving Through the Concepts of Space and Time The Laser Beam and the DNA Molecule, Jonathan King, Professor of Biology, M.I.T. Resource Person: George Thomas, Professor of Chemistry/SMU
November 26	Resource Development
December 3	Presentation of Group/Individual Projects and Final Evaluation of Program

*Resource Person: Robert Lewis Piper, Dean/SMU Division of Continuing Studies

PROJECT EXCEL - FALL, 1981
SCHEDULE
"THE COMMITTED LIFE"

SEPTEMBER

22	Introduction - Tour for Students and Parents (No meeting September 29 - Rosh Hashana)

OCTOBER

6	Dr. George Wald, Nobel Prize-Winning Bio-Chemist; Peace Activist
13	Group Process Skills Development
20	Nancy Ryan, Director of The Women's Center New Bedford, Massachusetts
27	John Bullard, Director, W.H.A.L.E., Revitalization Project in New Bedford, Massachusetts

NOVEMBER

3	Colonel Kattar, Fort Commander, Fort Devens, Massachusetts
10	Group Discussion Skills
17	Richard Kneeland, Actor/Director, Trinity Square Repertory Company, Providence, Rhode Island
24	Terry Goldberg, Political Activist for Regulation of Genetic Research

DECEMBER

1	Carol Hurst, Storyteller; Preserving the Art of Storytelling
8	Lowry Burgess, Renowned Artist and Sculptor
15	Group Projects/Conclusion

SOUTHEASTERN MASSACHUSETTS UNIVERSITY
DIVISION OF CONTINUING STUDIES

Project Excel
Spring 1982 Schedule
Tuesdays 3:15-5:30 p.m.

January

26	Introduction of Mini-Courses Opening Presentation - Professor Robert McCabe "The Measuring of Large and Small Infinities"

First Group of Mini-Courses

Computer Music * Creative Movement * Sign Language * Anatomy of a Revolution * Computer Programming * Psychology in the Classroom * Biology * Photography Without a Camera

February

2	First Session
9	Second Session
16	No Class - High School Vacation
23	Third Session

March

2	Fourth Session
9	Fifth Session
16	No Class - SMU Vacation
23	Registration for Mini-Courses
30	Speaker - Eugene T. Maleska, N.Y. Times Crossword Puzzle Editor

Second Group of Mini-Courses

Acting * Psychology in the Classroom * Computer Programming * Sign Language * Calligraphy

April

6	First Session
13	Second Session
20	No Class - High School Vacation
27	Third Session

May

4	Fourth Session
11	Fifth Session
16	Excel Field Day - "New Games"
18	Speaker - Professor Gene Sharp "Non-violent Activism"

PROJECT EXCEL SCHEDULE

FALL 1982

"THE PROCESS OF DISCOVERY"

SEPTEMBER

14 Staff Session

21 Orientation

Parents and all Participating Students will be introduced to Project Excel staff members and group leaders. Small groups will be organized for discussions. A parents question and answer session will follow.

28 Group Process: Seminar Process/Negotiations

Staff members will present a variety of issues intended to help students become familiar with the Project Excel process and become comfortable with the dynamics of the small group experience.

OCTOBER

5 Group Process: New Games

Bill Rubin is a Field Representative of the New Games Foundation. He has been playing games since he was a small child and is an enthusiastic recreationist. He will be leading us in some of the New Games which emphasize fun and cooperation rather than competition. Wear your playclothes!

*12 Rediscovery of Talent after Tragedy

Lisa Thornson, an actress and singer, will discuss how she rediscovered her dramatic skills after a disabling accident.

19 Social-Sexual Barriers to Self-Discovery

Dr. Nancy Ryan, formerly director of the New Bedford Women's Center is currently executive director of the Cambridge Commission on the Status of Women. Her Excel talk will deal with the barriers to the discovery of self for both men and women in American society.

26 Creative Discovery in Business

Currently as Vice-President of Research and Development at the Ocean Spray Company of Plymouth, Dr. James Tillotson has confronted a variety of technical problems in product development. He will illustrate how a corporation solves problems and discovers creative and profitable solutions to challenges in the highly competitive food industry.

(OVER)

NOVEMBER

*2 Self-Expression through Drama

Assistant director of the Conservatory, Trinity Square Repertory Theatre Company, Amy Lloyd will direct a small group of young actors and actresses in dramatic scenes to illustrate the work and training of these young performers. Dr. Betty Ann Metz will chair a panel discussion of the performers who will discuss their training, their motivation for acting, and their commitment to art through drama.

9 Creative Computer Application: A Unique Example

Prof. Lester Corey is a lecturer and researcher in the SMU Electrical and Computer Engineering Department. His research and presentation to Excel will be on the application of computer technology to aid severely physically handicapped persons.

*16 The Discovery of Talent: A Personal Example

Kirk Redmann is a young opera singer now attending the Metropolitan Opera Center in New York. He will talk about personal growth and creative expression in opera.

23 Systematic Discovery: The Libary as Resource

Janet Freedman, Dean of the library at SMU, and Ross LaBaugh, the Associate Librarian for Bibliographic Education, will demonstrate the use of the library through problem solving games and other activities.

30 Technology as a Barrier to Discovery

A member of the Mathematics Department at Brown University, Prof. Phillip Davis is co-author of The Mathematical Experience. He will speak on how we are drowning in digits because of an increased mathematization of our intellectual and emotional lives which will lead to a life of formal actions devoid of meaning.

DECEMBER

7 Critical Thinking: Demonstration and Exercise

On the faculty at SMU in the Philosophy Department, Prof. Rick Hogan will present a session on critical thinking. Excel participants will be challenged by analysing texts from various sources from politics and literture. The group sessions will be utilized to complete a series of analytical exercises.

14 Participant/ Group Presentations

*NOTE: THESE SESSIONS ARE TO BE HELD IN THE GROUP VI BUILDING, ROOM 153.

Rev. September 30, 1982

Fall, 1981

PROJECT EXCEL

Evaluation Summary

The following is a summary of the results of questionnaires submitted by 55/90 students who attended the fall semester of Project Excel. The fall program consisted of a series of speakers who demonstrate a "life of commitment" through their work. The students met in small groups after listening to each speaker to discuss their reactions with trained group leaders who guided the discussions. At the end of the semester, the students presented group projects which illustrated their Project Excel experiences.

I. PROJECT GOALS

a. How challenging were the ideas presented?

1.	Not Challenging	5%
2.	----------------	28%
3.	----------------	57%
4.	Very Challenging	5%

b. How much were you able to use the university resources?

1.	Not Much	54%
2.	---------	32%
3.	---------	5%
4.	Very Much	7%

c. How much did you change/grow?

1.	Not Much	18%
2.	---------	42%
3.	---------	32%
4.	Very Much	7%

d. How well were your personal goals met?

1.	Not Well	5%
2.	---------	27%
3.	---------	48%
4.	Very Well	7%

Many students commented that they did not bring personal expectations to Excel and were, therefore, neither disappointed nor totally satisfied.

e. How different was Excel from high school classes?

1. Not Very Different 0%
2. ------------------- 2%
3. ------------------- 18%
4. Very Different 80%

COMMENTS:

"The topics covered aren't covered in high school classes, and the lectures were more open."

"You're treated like people; I didn't feel people were condescending to me."

"For the most part classes are taking notes and studying."

"The interaction between the speaker and student was very different. The speaker seemed to respect the opinion of the student more than a teacher."

"I enjoyed it more because we did things that you were not tested on, and you learned because you wanted to."

"There was more participation by the student. Group leaders and advisors were more concerned and enthusiastic."

"More freedom to learn what interests you rather than learning what you have to."

"Students were allowed more participation than in a regular classroom situation. Students' ideas counted."

"We usually don't have people speak to us to begin with never mind discussing the person's ideas afterwards."

"You really got to participate and voice your opinions. You couldn't do that in school."

II. PRESENTATIONS

On a scale of 1-10 (1 = Low; 10 = High), the presentations were ranked as follows:

		Score
1.	Carol Hurst (Storyteller)	4[illegible]1
2.	Group Projects Presentations	381
3.	Colonel Kattar (Commander/Fort Devens)	350
4.	Group Projects Planning Day	293
5.	Richard Kneeland (Actor/Trinity Square)	284
6.	Nancy Ryan (Director/Women's Center/ Feminist)	270

		Score
7.	Georgia O'Keefe (Artist) George Wald (Bio-chemist/Activist)	252
8.	John Bullard (Director/Community Revitalizing Project)	216
9.	Milton Young/Hamm Busch (Counselors/ Communication)	212
10.	Lowry Burgess (Artist)	206
11.	Terry Goldberg (Activist)	141

III. GROUP DISCUSSION

a. How much did your confidence to speak in front of a group improve?

1.	Not At All	11%
2.	----------	40%
3.	----------	34%
4.	A Lot	11%

b. Suggestions for group leaders.

"The conversations shouldn't be so heavy; we should have more humor to help put us at ease and speak more freely."

"Our group leader was really great--no criticisms."

"A bit more humor. Otherwise, my group leader was great. She tried to get a nervous bunch of students comfortable and easy."

"I think my group leader did an excellent job and was really able to relate to the students."

"We shouldn't discuss only the person but whatever comes to mind if it branches off from the discussion."

"Group leaders should keep a structure to the conversation but should not be really involved in the discussion except to give 'controversy' to the issue."

"I liked our group leader. She tried to get the group going. Our group really didn't want to do too much."

IV. GENERAL OPINION

a. How highly would you recommend Excel to friends?

1.	Wouldn't Recommend	0%
2.	------------------	6%
3.	------------------	38%
4.	Highly Recommend	45%

COMMENTS:

"I think the students should be screened so only those who truly want to attend have the opportunity."

"I think it depends on the student and the student's interest whether or not he or she enjoys the program. Only a few of the topics discussed were really interesting. All in all, I think it was as academically advanced as it is made out to be."

"I believe it is an excellent program and that it should be even more advertised to students in their sophomore and junior years. I especially liked the group discussions."

"I feel Project Excel is an interesting way of bringing together high school students and allowing them to explore new ideas in a college-like environment."

"I feel Project Excel is a valuable learning experience for those interested in learning about group discussion, getting over their shyness, and sharing and debating ideas with others of comparable intelligence and motivation."

"It is not for everyone."

"I enjoyed it very much. I think there could have been a larger variety of people."

"Project Excel is very well organized."

"It was very interesting at times, but getting involved is when you really get something out of it. Getting the kids motivated would help get more of them to participate in the discussions."

"I think I was very happy with what Excel helped me to understand. Now I really know what is meant by a committed life."

"I feel that Project Excel is an invaluable experience and something that should help me survive at college."

"Project Excel, I feel, is a remarkable program, giving the students an opportunity to hear from important people and meet new people."

"I feel it is a very good program--one that helped me. I liked the way the leaders and speakers treated us. It was with respect."

"I feel that Project Excel has helped me to broaden my horizons. I enjoyed listening to guest speakers for my own benefit and not for the benefit of teachers giving tests."

"Project Excel might be made better if the choosing process for students was better defined. Some of the students, I don't think, were really here getting much out of it. Some were here solely for the purpose of being able to write "Excel" on their record. Also, I feel that more emphasis should be placed on getting to know people from OTHER schools rather than always staying with friends from your own school."

Form D (Fall 82)

October 12; Lisa

PROJECT EXCEL
Southeastern Massachusetts University

Evaluation of Program for week of 10/12/82 1982/83

Print your name ____
Group letter ____

1. How would you rate this week's presentation or program as a whole?

52 Excellent 20 Good 2 Fair 1 Poor

2. How would you rate the guest presenter or the staff program?

64 Excellent 11 Good ____ Fair ____ Poor

3. What is your overall evaluation of hand-out materials, audio-visual aids, etc., if any?

____ Excellent ____ Good ____ Fair ____ Poor ____ None used

4. How would you rate your discussion group session in relationship to the presentation or purpose for this week?

13 Excellent 39 Good 17 Fair 1 Poor

5. What aspects of the program, if any, did you find especially interesting?

See attached sheet.

6. What changes, if any, would you recommend if this program is repeated?

See attached sheet.

9/1/82

5. Lisa herself
Her straightforwardness/openess/frankness - 6
Her humor
Her courage
Her perseverance
Her talent
How she [illegible] with her handicap - 7
copes
How she fought against the odds - 3
"She talked to us as a person, just like one of us."
The question and answer session - 7
"I was interested to find that alot of people had the same questions as I."
"She made me thankful for what I have."

6. None - 28
Too long - 2
Should have more group discussion.
Should have more time for questions.
There should have been more performing.
"I felt uncomfortable during the questions."

Form A (Fall 82)

PROJECT EXCEL INTEREST SURVEY
(SEPTEMBER 21, 1982)

This survey is being given to all participants in Project Excel. Do not write your name on the form but be sure to fill in your group letter. The questions should be answered thoughtfully and individually; you may want to take a few days to complete the survey. Please keep in mind that the "correct" answer is that which comes personally from you. If a particular question doesn't seem to mean anything to you, skip it.

Group: ______________________

1. In my free time I like to ____. most of all.
2. The one thing I would really like to learn to do is _______________________ ____.
3. I am most happy when I ____.
4. I am most bored by ____.
5. My favorite subject in school is ____.
6. My favorite activity in school is _______________________________________.
7. An issue I feel very strongly about is ___________________________________.
8. Something I could teach someone else is _________________________________.
9. One of my greatest accomplishments is ___________________________________.
10. On an average, how many hours do you read per week? ___________________.
11. What kind of car would you own? _______________________________________.
12. What was the best movie that you have ever seen? Why? _________________ ____.
13. List some things that you have collected or are collecting. _______________ ____.
14. If someone gave you $1,000 to spend as you like within a seven day period, what would you spend it on? Make a list in order of preference. _________________ ____.
15. If you were a subject in an experiment where you would be isolated in a subterranean cavern for a month, what ten things would you take with you? You don't have to be concerned about a hostile enviroment. Your basic needs will be taken care of for you (i.e. heat, food, light, clothing, etc.). ______________________ ____

____

16. If you were going to write a book, what would it be about? ____________

____.

17. The person I would most like to meet is ____________________

because ____.

18. What is your favorite book? ____________________________.

Why? ____.

19. If you could invite any person in the world to be a teacher in Project Excel, who would you invite? ____________________________.

20. A new time machine has been invented that will allow famous persons from the past to come back to life for a short period of time. If you could invite one of these persons to give a talk to your class who would you invite? __________

____.

21. What qualities do you look for in:

A. a friend ____________________________________

B. a teacher ___________________________________

22. List below five questions which you would like the answers to or which you think are very interesting.

____

____

____

____

____

Additional comments or questions:

Form B (Fall 82)

PROJECT EXCEL
STUDENT INFORMATION INVENTORY

This questionnaire is designed to gather demographic information about the participants in Project Excel. This information will help us see what similarities and differences exist in the entire group of students so that we can plan and evaluate the program more effectively. No individual questionnaire will be published for any purpose. We realize that some of the questions may be difficult to answer but please do the best you can. You will not be placed in a group or assigned to an activity because of your answers to these questions. Thank you for your cooperation.

1. Grade ____________________ 2. Age __________ 3. Sex: M____ F____

4. How long have you lived in Southeastern Massachusetts? ________________.

5. Have you lived outside New England? Yes____ No____

6. Have you lived outside the United States? Yes ___ No ____

7. What are the three favorite places you have visited outside of New England?

_______________ _______________ _______________

8. What are your plans upon completion of high school? (Check any that apply)

_______College
What would you like to study? ______________________________
_______Technical School
What would you like to study? ______________________________
_______Work
What would you like to do? ______________________________
_______Travel
Where would you like to go? ______________________________

9. In what extra-curricular activities do you participate?

A. Related to school ______________________________________

B. Not related to school ______________________________________

10. Have you ever participated in a program like Project Excel? _____Yes _____No
If so, will you briefly describe it?

____

____

11. Why have you come to Project Excel? (Rank order 1-10; 1 = first, 10 = last)

__________to see what college is like.

__________to be with other students like myself.

__________to become aware of different ideas.

__________to help me decide what I want to do after high school.

__________to share my ideas

__________to become more self-confident

__________to experience something new

__________because my parents think I should

__________because my teacher or counselor think I should

__________to use university resources (library, computers, professors)

12. What questions about Project Excel would you like answered?

____

____

____

Form C (Fall 82)

PROJECT EXCEL
STUDENT EVALUATION OF FALL SEMESTER

I. Presentations

The Fall presentations were designed to present to you in an interesting way new ideas related to the theme of DISCOVERY, the force responsible for progress both in our individual lives and in society at large. In order to demonstrate this theme, a series of speakers from various walks of life who have been involved in exploration and discovery will give presentations to program participants. Please rank the presentations with these criteria in mind. (1- not interesting to 4 - very interesting.)

1.____ September 21: Orientation
2.____ September 28: Group Process: Seminar Process/ Negotiations
3.____ October 5: Group Process: New Games
4.____ October 12: Rediscovery of Talent after Tragedy
5.____ October 19: Social-Sexual Barriers to Self-Discovery
6.____ October 26: Creative Discovery in Business
7.____ November 3: Self-Expression through Drama
8.____ November 9: Creative Computer Application: A Unique Example
9.____ November 16: The Discovery of Talent: A Personal Example
10.____ November 23: Systematic Discovery: The Libary as Resource
11.____ November 30: Technology as a Barrier to Discovery
12.____ December 7: Critical Thinking: Demonstration and Exercise
13.____ December 14: Participant/ Group Presentations

II. Seminar Groups

The small groups were designed to encourage discussions about the ideas presented by the speakers and issues in your own life. Please evaluate the overall effectiveness of the seminar group time by rating the following factors which are important to the effectiveness of these groups. Rate the group time on each of the factors by checking one of the spaces at the right of each statement. Use what you would consider the ideal seminar group as a standard of excellence in making your decision. Be sure to add any helpful comment you have about each factor.

*If the program was EXTREMELY POOR with respect to the factor, check space 1.

*If the program was BELOW AVERAGE with respect to the factor, check space 2.

If the program was ACCEPTABLE with respect to the factor, check space 3.

If the program was ABOVE AVERAGE with respect to the factor, check space 4.

If the program was EXCELLENT with respect to the factor, check space 5.

*IF YOU RATE ANY ITEM 1 OR 2, PLEASE EXPLAIN WHY.

	Extremely Poor	Below Average	Acceptable	Above Average	Excellent
1. Size of group Comment: ____________________ ____________________	1__	2__	3__	4__	5__
2. Make-up of the group Comment: ____________________ ____________________	1__	2__	3__	4__	5__
3. Group leader (senior) rapport with group members Comment: ____________________ ____________________	1__	2__	3__	4__	5__
4. Suitability of meeting place for seminar group Comment: ____________________ ____________________	1__	2__	3__	4__	5__
5. Group leader (adult) ability to include everyone in discussion Comment: ____________________ ____________________	1__	2__	3__	4__	5__
6. Group leader (adult) ability to keep discussion moving Comment: ____________________ ____________________	1__	2__	3__	4__	5__
7. Group leader (adult) rapport with group members Comment: ____________________ ____________________	1__	2__	3__	4__	5__
8. Group leader (senior) ability to keep discussion moving Comment: ____________________ ____________________	1__	2__	3__	4__	5__
9. Group leader (senior) ability to include everyone in discussion Comment: ____________________ ____________________	1__	2__	3__	4__	5__
10. Suitability of length of time for discussion Comment: ____________________ ____________________	1__	2__	3__	4__	5__

	Extremely Poor	Below Average	Acceptable	Above Average	Excellent
11. Usefulness of seminar group in understanding the ideas presented Comment:______________________________ ______________________________	1__	2__	3__	4__	5__
12. Usefulness of seminar group in discussing issues related to my life Comment:______________________________ ______________________________	1__	2__	3__	4__	5__

III. Personal Growth

Project Excel is designed to help you grow in specific areas. Please think of yourself when the program began as compared with how you are now. Rate how much Project Excel has changed you in each area. Add comments if you have any.

1 = Project Excel has had no effect on me in this area.

2 = Project Excel has had some effect on me in this area.

3 = Project Excel has had quite a lot of effect on me in this area.

4 = Project Excel has had a tremendous effect on me in this area.

	No Effect	Some Effect	A lot of Effect	Tremendous Effect
1. Enjoyment of learning for learning's sake Comment:______________________________ ______________________________	1__	2__	3__	4__
2. Deciding what to do after high school Comment:______________________________ ______________________________	1__	2__	3__	4__
3. Deciding on a college major Comment:______________________________ ______________________________	1__	2__	3__	4__
4. Understanding what college is all about Comment:______________________________ ______________________________	1__	2__	3__	4__

No Effect | Some Effect | A Lot of Effect | Tremendous Effect

5. Being able to really listen to other's ideas
Comment:____________________ 1__ 2__ 3__ 4__

____

6. Being able to express my own ideas clearly
Comment:____________________ 1__ 2__ 3__ 4__

____

7. Being able to see different sides of an issue
Comment:____________________ 1__ 2__ 3__ 4__

____

8. Being able to see how several people can combine ideas to create a new idea
Comment:____________________ 1__ 2__ 3__ 4__

____

9. Being able to see all sides of an issue and come to a personal decision about it
Comment:____________________ 1__ 2__ 3__ 4__

____

10. Becoming more open-minded
Comment:____________________ 1__ 2__ 3__ 4__

____

11. Recognizing similarities between myself and students who seem to be quite different
Comment:____________________ 1__ 2__ 3__ 4__

____

12. Appreciating differences between myself and others
Comment:____________________ 1__ 2__ 3__ 4__

____

13. Becoming aware of new ideas and issues
Comment:____________________ 1__ 2__ 3__ 4__

____

14. Becoming more self-confident
Comment:____________________ 1__ 2__ 3__ 4__

____

IV. Evaluation of Total Program

Please give us your impression of the total program by rating on the following "semantic differential" scale. Here is how you use the scales:

If you feel a particular concept is very much like one end of the scale, you should place your check mark as follows;

PLEASANT __X__ :_____ :_____ :_____ :_____ :_____ :_____ :UNPLEASANT
1 2 3 4 5 6 7

PLEASANT _____ :_____ :_____ :_____ :_____ :_____ :__X__ :UNPLEASANT
1 2 3 4 5 6 7

If you feel a particular concept is quite closely like one or the other end of the scale (but not extremely), you should place your check mark as follows;

RUGGED _____ :__X__ :_____ :_____ :_____ :_____ :_____ :DELICATE
1 2 3 4 5 6 7

RUGGED _____ :_____ :_____ :_____ :_____ :__X__ :_____ :DELICATE
1 2 3 4 5 6 7

If you feel a particular concept is only slightly like one side as opposed to the other side (but is not really neutral), then you should check as follows:

SHARP _____ :_____ :__X__ :_____ :_____ :_____ :_____ :DULL
1 2 3 4 5 6 7

SHARP _____ :_____ :_____ :_____ :__X__ :_____ :_____ :DULL
1 2 3 5 5 6 7

If you consider the concept to be neutral on the scale (both sides of the scale equally associated with the concept) or if the scale is completely irrelevant (unrelated to the concept), then you should place your check mark in the middle spaces:

HAPPY _____ :_____ :_____ :__X__ :_____ :_____ :_____ :SAD
1 2 3 4 5 6 7

The direction toward which you check, of course, depends upon which of the two ends of the scale best describes your feeling about each concept.

Do not worry or puzzle over any one scale. It is your first impression, your immediate feeling about each concept that we want. On the other hand, please do not be careless, because we want your true impressions. Do not try to remember how you checked similar items earlier in the scale. MAKE EACH ITEM A SEPARATE AND INDEPENDENT JUDGEMENT.

Remember, you are judging the program as you see it-not what we think or what others think.
IMPORTANT: (1) Place your check marks in the middle of the spaces, not on the boundries _____ ;__X__ :_____ :_____ :_____ X:_____ :_____
THIS NOT THIS

(2) BE SURE TO CHECK EVERY SCALE: DO NOT OMIT ANY.
(3) NEVER PUT MORE THAN ONE CHECK MARK ON A SINGLE SCALE.

PROJECT EXCEL

LARGE	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:SMALL
UNPLEASANT	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:PLEASANT
FAST	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:SLOW
DULL	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:SHARP
THIN	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:THICK
HAPPY	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:SAD
WEAK	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:STRONG
GOOD	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:BAD
MOVING	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:STILL
UNFAIR	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:FAIR
PASSIVE	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:ACTIVE
HEAVY	:____ 1	:____ 2	:____ 3	:____ 4	:____ 5	:____ 6	:____ 7	:LIGHT

From: *Payne, D.A.* *Evaluation of the State of Georgia's Governor's Honors Program*
Athens: University of Georgia, 1972.

Form D (Fall 82)

PROJECT EXCEL
Southeastern Massachusetts University

Evaluation of Program for week of ____________________ 1982/83

Print your name ________________________________
Group letter ________________________________

1. How would you rate this week's presentation or program as a whole?

__________ Excellent __________ Good __________ Fair ______________ Poor

2. How would you rate the guest presenter or the staff program?

__________ Excellent __________ Good __________ Fair ______________ Poor

3. What is your overall evaluation of hand-out materials, audio-visual aids, etc., if any?

__________ Excellent __________ Good __________ Fair ______________ Poor _____ None used

4. How would you rate your discussion group session in relationship to the presentation or purpose for this week?

__________ Excellent __________ Good ______________ Fair ______________ Poor

5. What aspects of the program, if any, did you find especially interesting?

____

____

____

6. What changes, if any, would you recommend if this program is repeated?

____

____

____

____

____

9/1/82

PROJECT EXCEL WORKSHOP EVALUATION FORM:

Please fill out and return to registration desk:

1. Workshop (A) High School
   (a) Please indicate positive areas covered in workshop__________

   (b) Please indicate areas needing improvement or clarification for this workshop__________

2. Workshop (B) Curriculum
   (a) Please indicate positive areas covered in this workshop__________

   (b) Please indicate areas needing improvement or clarification for this workshop__________

3. Workshop (C) Administration and Governance
   (a) Please indicate positive areas covered in this workshop__________

   (b) Please indicate areas needing improvement or clarification for this workshop__________

4. Workshop (D) Curriculum
   (a) Please indicate positive areas covered in this workshop__________

   (b) Please indicate areas needing improvement or clarification for this workshop__________

Please check here [ ] if we should follow up to arrange a campus visit.

Please send me more information[ ].
Name:__________

Institution:__________

Address:__________

Phone (work):__________, (home)__________

12/2/82

prior or proper limits of. —See Synonyms at excel. [Middle English *exceden*, from Old French *exceder*, from Latin *excedere*, to depart, to go out, surpass: ex-, out + *cedere*, to go (see **ked-** in Appendix*).]

ex·ceed·ing (ek-sé´ding, ik-) *adj.* Extreme; extraordinary. —*adv. Archaic.* Exceedingly.

ex·ceed·ing·ly (ek-sé´ding-le, ik-) *adv.* To an advanced or unusual degree; extremely.

ex·cel (ek-sel´) *v.* **-celled, -celling, -cels.** *tr.* **To surpass, to exceed, to do better than, to transcend, to go beyond the limits or beyond the standard, to perform at one's highest level of achievement, to attain one's highest goals, to do your best.** ***n. The act of excelling, as in Project Excel at Southeastern Massachusetts University, to stimulate or encourage excelling.*** **[From Latin excellere, to excel, raise up.]**

ex·cel·lence (ek´se-lens) *n.* Also *archaic* **ex·cel·len·cy** (-len-se) *pl.* -cies. 1. The state, quality, or condition of excelling; superiority; pre-eminence. 2. Something in which a person or thing excels; a surpassing feature or virtue. 3. *Capital* E. Variant of Excellency. [From EXCEL.]

Ex·cel·len·cy (ek´se-len-se) *n., pl.* -cies. Also **Ex·cel·lence** (ek´se-lens). 1. *Abbr.* Exc. A title or form of address for certain high officials, such as ambassadors, bishops, or governors. Usually preceded by *His, Her,* or *Your.* 2. *Small* e. *Archaic.* Variant of excellence.

ex·cel·lent (ek´se-lent) *adj.* 1. *Abbr.* E., exc. Being of the highest or finest quality; exceptionally good.